

Florida Department of Education

Professional Development System Evaluation Protocol

Second Cycle Technical Report School Years 2006-2009

by

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**Florida Department of Education
Professional Development System Evaluation Protocol
Second Cycle Technical Report, 2006-09**

Introduction

Through a series of legislative acts in the late 1990s and early part of the 21st century, the Florida Legislature required the Florida Department of Education (Department) to develop a system for evaluating the quality of district professional learning systems. Pursuant to those requirements stipulated in **s. 1012.98 – School Community Professional Development Act** (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 with five districts reviewed in the spring of 2003, 11 districts in the 2003-04 school year and the remaining 51 districts by June 2006. The Department embarked on the Second Cycle of implementing the Florida Professional Development System Evaluation Protocol in the 2006-07 school year with reviews of 20 local school districts' professional development systems, and continued with reviews of an additional 22 districts in the 2007-08 school year and 25 districts in 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. By June 2009, the Department concluded two cycles of reviews of all 67 school districts and four university research schools. This document reports overall findings for the Second Cycle (2006-2009) with comparisons to the First Cycle (2002-2006).

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 Professional Development System Evaluation Protocol is based on a set of 66 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 the *National Staff Development Council (NSDC)* entitled *Standards for Staff Development*. The standards reflect three levels of the Professional Development System and four strands incorporated into each level as follows:

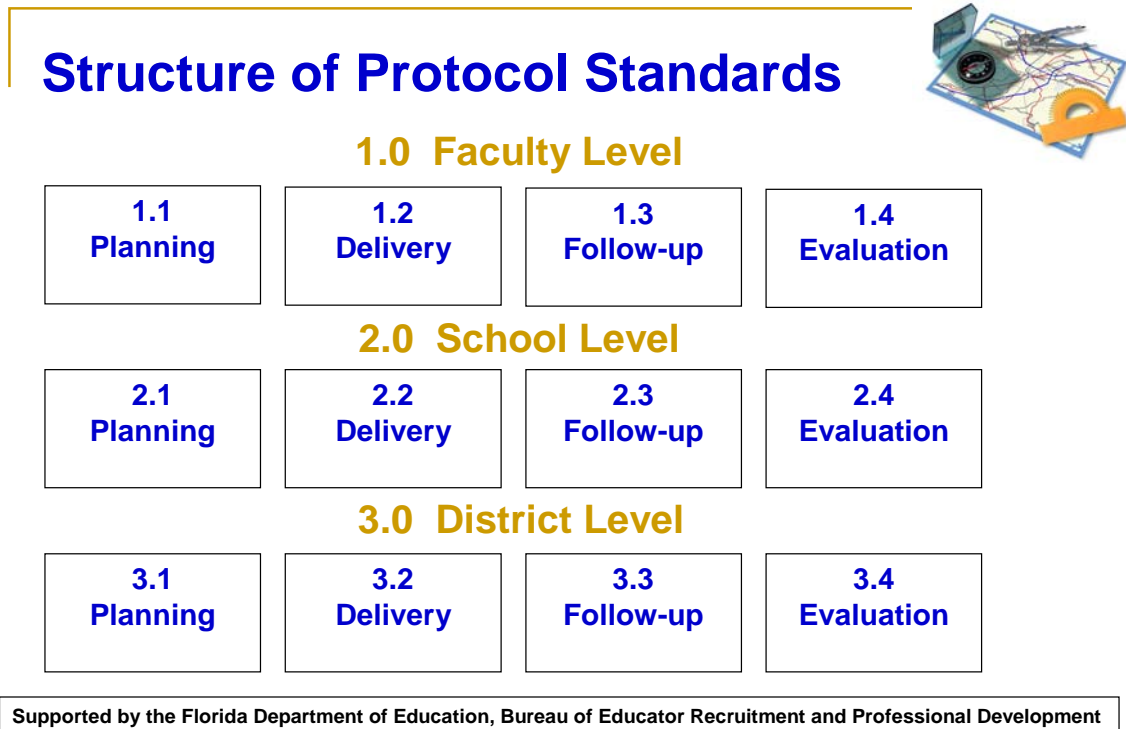
Levels	Strands
1.0 Faculty Level	◆ Planning
2.0 School Level	◆ Delivery
3.0 District Level	◆ Follow-up
	◆ Evaluation

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.

The system is described in detail in the document entitled *Professional Development System Evaluation Protocol: Protocol System, Second Cycle, 2006-2009*. 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 faculty or schools, a few components of the standard)
3. Good:	Considerable evidence that the district is implementing the standard (observed in many faculty and schools, many components of the standard)
4. Excellent:	Pervasive evidence that the district is implementing the standard (almost all faculty and schools, almost all components of the standard)

Figure 1



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

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

- **Planning:** What planning occurs to organize and support the professional development for teachers?
- **Delivery:** How and how well is the professional development delivered to teachers?
- **Follow-up:** What follow-up is provided to ensure that teachers apply the skills and knowledge gained through the delivered professional development?
- **Evaluation:** What evaluation occurs to ensure that the professional development resulted in teacher application in the classroom and improvements in student learning as a direct outcome?

A complete description of the system is located in the Protocol System document located at: <http://www.fldoe.org/profdev/pdstandards.asp>.



District Selections and Visits

Twenty school districts were reviewed in the 2006-07 school year (first year of Second Cycle) representing 30% of the 67 districts in Florida:

- **Bay**
- **Brevard**
- **Broward**
- **Citrus**
- **Desoto**
- **Flagler**
- **Gilchrist**
- **Glades**
- **Hamilton**
- **Jackson**
- **Lake**
- **Monroe**
- **Nassau**
- **Okeechobee**
- **Palm Beach**
- **Pinellas**
- **Polk**
- **St. Lucie**
- **Sumter**
- **Walton**

In the 2007-08 school year (second year of the Second Cycle), 22 school districts were reviewed representing 33% of the 67 districts in Florida, plus one of the four developmental research schools:

- **Baker**
- **Collier**
- **Dixie**
- **Gadsden**
- **Gulf**
- **Hernando**
- **Highlands**
- **Hillsborough**
- **Jefferson**
- **Lee**
- **Leon**
- **Liberty**
- **Madison**
- **Marion**
- **Okaloosa**
- **Orange**
- **Osceola**
- **Pasco**
- **Santa Rosa**
- **Suwannee**
- **Taylor**
- **Union**
- **FAMU**
- **Developmental
Research School**



For the final school year (2008-09, the last year of the Second Cycle), 25 school districts were reviewed representing 37% of the 67 districts in Florida, plus three of the four developmental research schools:

- | | |
|-----------------------|---|
| ➤ Alachua | ➤ Manatee |
| ➤ Bradford | ➤ Martin |
| ➤ Calhoun | ➤ Miami-Dade |
| ➤ Charlotte | ➤ Putnam |
| ➤ Clay | ➤ St. Johns |
| ➤ Columbia | ➤ Sarasota |
| ➤ Duval | ➤ Seminole |
| ➤ Escambia | ➤ Volusia |
| ➤ Franklin | ➤ Wakulla |
| ➤ Hardee | ➤ Washington |
| ➤ Hendry | ➤ FAU A.D. Henderson University
School |
| ➤ Holmes | ➤ Florida State University School |
| ➤ Indian River | ➤ UF P. K. Yonge Developmental
Research School |
| ➤ Lafayette | |
| ➤ Levy | |

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

The Department 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 staff development, 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 development needs, annual performance appraisal data for teachers/administrators, annual school reports, evaluation reports, expenditure records, and student achievement data.
- C. Reviews of memos and directives to school principals and teachers concerning policies and procedures for the Professional Development System.
- D. Site visits to selected schools (elementary, middle, and high) where reviewers interview the principal and other administrators, conduct



interviews with selected teachers, and review documentation including School Improvement Plans, training manuals, training agendas, budget records, individual professional development plans for instructional personnel, and evaluation reports and documents.

District site visits were conducted by teams of reviewers for 3-5 days, including remaining onsite for a half-day to complete the reports. Fulfilling the legislative requirements for collaborative development and implementation, reviewers included staff from the Florida Department of Education, professional development staff from other school districts, staff from regional consortia and statewide professional learning and technical assistance groups, and qualified university and community college faculty who did not have a working relationship with the district under review. For the Second Cycle, teams ranged in size from 3 to 25, and more than 200 district, consortia, and university staff participated in these reviews.

Statistical Findings

This report presents several sets of findings. The first section includes a combined analysis of reviews of all 67 school districts for the Second Cycle with comparisons of these results to the First Cycle results. For each of these analyses, results are provided by the mean ratings by standard and standard deviations for those means; and the highest and lowest rated standards. Also presented are summaries of results by strand within the protocol system and a correlational analysis conducted relating district level performance with district grades representing overall student achievement improvements. Analyses included disaggregation by district size and location in the state. Finally, a summary for the Second Cycle is provided of the results by individual districts on the number of standards above and below the cut scores established for the program for exemplary and unacceptable adherence to the standards.

Results by Standard for First Two Cycles

The analyses of the cumulative results for the first two cycles were generated based on the 67 school district reviews conducted twice in each district. University research schools consist of single-school school districts in which many of the standards apply at only the school or district level but would be duplicative to rate twice. These data were analyzed and presented in a later section.

Mean Ratings by Standard

Table 2 presents the mean ratings for the First and Second Cycles, representing the 2002-2006 and 2006-2009 school years, for each standard in numbered order from the faculty level to the district level. The overall average across all standards for the First Cycle was



2.97, and for the Second Cycle increased to **3.18**. These averages were .5 to .7 of a rating point above the midpoint of 2.5 on the rating scale that ranged from 1 to 4.

Table 3 presents the same results as Table 2 but in rank order by standards from the highest average rating for the Second Cycle with the differences listed from the First Cycle to the Second Cycle. The cross-district averages for the entire Second Cycle districts ranged from **3.96** for Content at the district level to **1.43** for the use of Action Research at the faculty level, compared with **3.82** and **1.35** respectively for these standards in the First Cycle.

A total of 52 of the 66 standards (79%) received higher average ratings in the Second Cycle than in the First Cycle, although most of these increases were slight and probably not statistically significant. A remarkable 14 standards (21%) had averages in the Second Cycle that were at or above the 3.5 level denoted in the system as an excellent rating that is commended by the Department.

A total of 14 of the 66 standards (21%) increased **.3** rating points or more from the First Cycle to the Second Cycle. More than half of these improvements were recorded at the district level, and more than half occurred in the Follow-up and Evaluation Strands, the two strands that had the lowest ratings in the First Cycle. Ratings for two standards improved by more than half a rating point (**+.5**):

- 3.4.1 Implementing the System - **+.71**
- 3.4.4 Evaluation Methods - **+.51**

Note that all of these improvements occurred even after the rating rubrics for the Second Cycle had increased in rigor. Decreases were noted in average ratings for 12 of the standards (18%), and two of the standards had the same average ratings for both cycles.



Standard	1st Cycle (n=67)	2nd Cycle (n=67)
1.1.1. Individual Needs Assessment	3.03	3.37
1.1.2. Administrator Review	3.24	3.33
1.1.3. Priority of Needs	2.99	3.27
1.1.4. Individual Professional Development Plan	2.71	2.88
1.1.5. Content	3.47	3.40
1.1.6. Learning Communities	2.01	2.37
1.2.1. Relevance of Professional Development	3.25	3.36
1.2.2. Learning Strategies	3.36	3.35
1.2.3. Sustained Training	3.04	2.97
1.2.4. Use of Technology	3.31	3.07
1.2.5. Time Resources	3.15	3.38
1.2.6. Coordinated Records	3.68	3.82
1.3.1. Transfer to Students	3.31	3.33
1.3.2. Coaching and Mentoring	2.53	2.46
1.3.3. Web-based Resources and Assistance	2.09	2.35
1.4.1. Implementing the Plan	2.83	3.21
1.4.2. Student Changes	2.71	2.99
1.4.3. Evaluation Methods	2.77	3.11
1.4.4. Action Research	1.35	1.43
1.4.5. Use of Results	2.66	2.88
2.1.1. School Needs Assessment	3.27	3.56
2.1.2. Reviewing Professional Development Plans	3.24	3.35
2.1.3. Reviewing Annual Performance Appraisal Data	2.87	3.19
2.1.4. Coordinating with School Improvement Plan	3.48	3.55
2.1.5. Generating a School-wide Professional Development System	3.03	3.14
2.1.6. Content	3.66	3.60
2.1.7. Learning Communities	2.20	2.70
2.2.1. Relevance of Professional Development	3.40	3.56
2.2.2. Learning Strategies	3.36	3.49
2.2.3. Sustained Training	3.05	3.24
2.2.4. Use of Technology	3.31	3.17
2.2.5. Time Resources	3.16	3.45
2.2.6. Dollar Resources	3.26	2.97
2.2.7. Coordinated Records	3.71	3.84



Table 2 (cont.) Ratings by Standard in Numbered Order		
Standard	1st Cycle (n=67)	2nd Cycle (n=67)
2.3.1. Transfer to Students	3.17	3.30
2.3.2. Coaching and Mentoring	2.81	2.86
2.3.3. Web-based Resources and Assistance	2.09	2.48
2.4.1. Implementing the System	2.79	3.01
2.4.2. Student Changes	2.65	2.87
2.4.3. Evaluation Methods	2.74	3.02
2.4.4. Use of Results	2.79	2.86
2.4.5. Expenditures	2.06	2.12
3.1.1. District Needs Assessment	3.25	3.67
3.1.2. Generating a District-wide Professional Development System	3.03	3.33
3.1.3. Content	3.82	3.96
3.1.4. Trainers	2.94	3.33
3.2.1. Relevance of Professional Development	3.48	3.76
3.2.2. Learning Strategies	3.51	3.58
3.2.3. Sustained Training	3.07	3.51
3.2.4. Use of Technology	3.49	3.61
3.2.5. Time Resources	3.25	3.21
3.2.6. Dollar Resources	3.40	3.37
3.2.7. Coordinated Records	3.82	3.81
3.2.8. Leadership	3.54	3.78
3.2.9. Growing the Organization	3.25	3.58
3.3.1. Transfer to Students	2.84	3.27
3.3.2. Coaching and Mentoring	2.87	3.15
3.3.3. Web-based Resources and Assistance	2.27	2.87
3.3.4. Follow-up Coordination	2.79	3.12
3.4.1. Implementing the System	2.45	3.18
3.4.2. Transfer into Classroom	2.25	2.72
3.4.3. Student Changes	2.22	2.73
3.4.4. Evaluation Methods	2.36	2.87
3.4.5. Use of Results	2.34	2.99
3.4.6. Expenditures	2.66	2.70
3.4.7. Student Gains	3.04	3.19
Average across All 66 Standards	2.97	3.18



Standard	1st Cycle (n=67)	2nd Cycle (n=67)	Diff.
3.1.3. Content	3.82	3.96	0.14
3.2.7. Coordinated Records	3.82	3.82	0
1.2.6. Coordinated Records	3.68	3.81	0.13
3.2.8. Leadership	3.54	3.78	0.24
2.2.7. Coordinated Records	3.71	3.77	0.06
3.2.1. Relevance of Professional Development	3.48	3.76	0.28
3.1.1. District Needs Assessment	3.25	3.67	0.42
3.2.4. Use of Technology	3.49	3.61	0.12
2.1.6. Content	3.66	3.58	-0.08
3.2.2. Learning Strategies	3.51	3.58	0.07
3.2.9. Growing the Organization	3.25	3.58	0.33
2.2.1. Relevance of Professional Development	3.40	3.55	0.15
3.2.3. Sustained Training	3.07	3.51	0.44
2.1.1. School Needs Assessment	3.27	3.50	0.23
2.1.4. Coordinating with School Improvement Plan	3.48	3.47	-0.01
2.2.5. Time Resources	3.16	3.45	0.29
2.2.2. Learning Strategies	3.36	3.43	0.07
1.2.5. Time Resources	3.15	3.37	0.22
3.2.6. Dollar Resources	3.40	3.37	-0.03
3.1.4. Trainers	2.94	3.34	0.40
1.1.1. Individual Needs Assessment	3.03	3.33	0.30
1.1.5. Content	3.47	3.33	-0.14
2.1.2. Reviewing Professional Development Plans	3.24	3.33	0.09
1.1.2. Administrator Review	3.24	3.32	0.08
1.2.1. Relevance of Professional Development	3.25	3.30	0.05
1.2.2. Learning Strategies	3.36	3.30	-0.06
2.3.1. Transfer to Students	3.17	3.30	0.13
1.3.1. Transfer to Students	3.31	3.28	-0.03
3.3.1. Transfer to Students	2.84	3.27	0.43
3.1.2. Generating a District-wide Professional Development System	3.03	3.24	0.21
1.1.3. Priority of Needs	2.99	3.22	0.23
3.2.5. Time Resources	3.25	3.21	-0.04
2.2.3. Sustained Training	3.05	3.19	0.14
1.4.1. Implementing the Plan	2.83	3.17	0.34



Table 3 (cont.)			
Ranking of Standards by Means by Second Cycle Results			
Standard	1st Cycle (n=67)	2nd Cycle (n=67)	Diff.
3.4.1. Implementing the System	2.45	3.16	0.71
3.3.2. Coaching and Mentoring	2.87	3.15	0.28
3.4.7. Student Gains	3.04	3.15	0.11
2.1.3. Reviewing Annual Performance Appraisal Data	2.87	3.14	0.27
2.2.4. Use of Technology	3.31	3.12	-0.19
3.3.4. Follow-up Coordination	2.79	3.10	0.31
2.1.5. Generating a School-wide Professional Development System	3.03	3.09	0.06
1.4.3. Evaluation Methods	2.77	3.07	0.30
1.2.4. Use of Technology	3.31	3.01	-0.30
2.4.3. Evaluation Methods	2.74	3.01	0.27
2.2.6. Dollar Resources	3.26	2.97	-0.29
2.4.1. Implementing the System	2.79	2.96	0.17
1.4.2. Student Changes	2.71	2.94	0.23
3.4.5. Use of Results	2.34	2.94	0.60
1.2.3. Sustained Training	3.04	2.92	-0.12
1.4.5. Use of Results	2.66	2.87	0.21
3.3.3. Web-based Resources and Assistance	2.27	2.87	0.60
3.4.4. Evaluation Methods	2.36	2.87	0.51
1.1.4. Individual Professional Development Plan	2.71	2.84	0.13
2.3.2. Coaching and Mentoring	2.81	2.81	0
2.4.4. Use of Results	2.79	2.81	0.02
2.4.2. Student Changes	2.65	2.80	0.15
3.4.3. Student Changes	2.22	2.70	0.48
3.4.6. Expenditures	2.66	2.70	0.04
2.1.7. Learning Communities	2.2	2.69	0.49
3.4.2. Transfer into Classroom	2.25	2.66	0.41
2.3.3. Web-based Resources and Assistance	2.09	2.48	0.39
1.3.2. Coaching and Mentoring	2.53	2.42	-0.11
1.1.6. Learning Communities	2.01	2.37	0.36
1.3.3. Web-based Resources and Assistance	2.09	2.34	0.25
2.4.5. Expenditures	2.06	2.12	0.06
1.4.4. Action Research	1.35	1.43	0.08
Average across All 66 Standards	2.97	3.18	

Table 4 presents the 11 highest rated standards for the Second Cycle. The areas receiving the highest ratings included:

- coordinated records at all three levels,
- standards at the district and school levels on content reflecting a strong emphasis in professional development on the content areas specified in law,
- standards addressing the role of professional development in building district leadership and “growing the organization,”
- relevance of professional development to district student achievement objectives and the professional needs of teachers,
- processes used by districts in determining professional development needs of teachers, and
- delivery of professional development through learning strategies that employ methods appropriate for adults such as demonstrations and practice.

In the Second Cycle, 14 standards received average ratings at 3.5 or higher, including all three of the standards addressing coordinated records for inservice training, two of the standards on the content of the professional development being directly related to the nine areas specified in state law, and two of the standards on the relevance of professional development to teacher needs. Most of the standards with average ratings of 3.5 or higher were district level standards (9 of 14 or 64%). Only one faculty level standard, however, received an average rating of 3.5 or higher, 1.2.6 Coordinated Records.

A total of 60 of the standards (91%) received average ratings at or above the midpoint of the scale of 2.5. Note that all of the highest average ratings were from the Planning and Delivery Strands of standards.

The six lowest rated standards (ratings below 2.5) for the Second Cycle are presented in Table 5. Only one standard, 1.4.4 Action Research, had an average rating across the Second Cycle districts of lower than 2.0, indicating an unacceptable level of adherence to the standard. Other standards with low ratings across districts included:

- providing and ensuring that teachers use web-based resources and assistance,
- establishing and using teacher learning communities as a vehicle for professional development,
- providing coaching and mentoring to ensure teachers use the skills and knowledge learned in professional development, and
- documenting professional development expenditures at the school level by the established categories.

Note that all but one of the lowest average ratings were from the Follow-up and Evaluation Strands of standards. The ratings in the Evaluation Strand were among the lowest in all levels, although the averages were not below the 2.5 midpoint of the scale.



Overall, ratings on most standards exceeded the midpoint of the scale, indicating that a majority of the 67 districts received good and excellent ratings.

Table 4 Standards with Highest Average Ratings		
Standard	Average Rating 1st Cycle	Average Rating 2nd Cycle
3.1.3. Content: Training activities in the district’s Professional Development System focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.	3.82	3.96
3.2.7. Coordinated Records: The district maintains up-to-date records for all professional development including certification and inservice points that are easily accessible by school faculty and administrators.	3.82	3.82
1.2.6. Coordinated Records: The school faculty can easily access the district-maintained up-to-date records for all professional development including certification and inservice points.	3.68	3.81
3.2.8. Leadership: The district recognizes and supports professional development as a key strategy for supporting significant improvements.	3.54	3.78
2.2.7. Coordinated Records: The school administrators can easily access the district-maintained up-to-date records for all professional development including certification and inservice points for school faculty and administrators.	3.71	3.77
3.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the student achievement objectives of the school district and specify the outcome expectations of course offerings.	3.48	3.76
3.1.1 District Needs Assessment: District Needs Assessment: The district conducts an annual needs assessment that includes a school-by-school analysis of disaggregated student achievement data by content area and skills, surveys or other methods of collecting data from faculty and staff in all schools on areas of need for professional development.	3.25	3.67
3.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.	3.49	3.61
2.1.6. Content: Training activities specified in the school’s professional development system focus primarily on: the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.	3.66	3.58
3.2.2. Learning Strategies: The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.	3.51	3.58
3.2.9. Growing the Organization: The district seeks out and fosters professional development and promotion for employees with potential.	3.25	3.58



Table 5 Standards with Lowest Average Ratings		
Standard	Average Rating 1st Cycle	Average Rating 2nd Cycle
1.4.4. Action Research: Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.	1.35	1.43
2.4.5. Expenditures: The school administrator documents the total expenditure of resources for professional development and includes a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.	2.06	2.12
1.3.3. Web-based Resources and Assistance: The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.	2.09	2.34
1.1.6 Learning Communities: The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district.	2.01	2.37
1.3.2. Coaching and Mentoring: The trainers or others provide support and assistance through coaching and mentoring to the faculty member to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.	2.53	2.42
2.3.3. Web-based Resources and Assistance: The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.	2.09	2.48

Appendix B presents the average ratings for the Second Cycle by standard in a visual organizer that juxtaposes results from similar standards across levels (e.g., all three standards related to Content: 3.1.3, 2.1.6, 1.1.5). Nine areas in which standards at all three levels exceeded 3.0 on the 4-point scale were:

- Needs Assessment (3.1.1, 2.1.1, 1.1.1)
- Content (3.1.3, 2.1.6, 1.1.5)
- Relevance of Professional Development (3.2.1, 2.2.1, 1.2.1)
- Learning Strategies (3.2.2, 2.2.2, 1.2.2)
- Use of Technology (3.2.5, 2.2.5, 1.2.5)
- Time Resources (3.2.5, 2.2.5, 1.2.5)
- Coordinated Records (3.2.7, 2.2.7, 1.2.6)
- Transfer to Students (3.3.1, 2.3.1, 1.3.1)
- Implementing the System (3.4.1, 2.4.1, 1.4.1)

Standard Deviations and Ratings

Standard deviations were also calculated for the Second Cycle to determine the spread of the ratings around the average, as displayed in Table 6. Standard deviations measure the spread of the scores around the mean. Standard deviations for the Second Cycle ranged between **.31** and **.80** for 54 of the 66 standards. Differences between the First Cycle and the Second Cycle ranged from **+.13 to -.16**, with 58 of the 66 standards (88%) between plus or minus .05. These high levels of consistency most likely reflected an even-handed application of the standards, and display high consistency with the standard deviations noted for the First Cycle.

As displayed in Table 7 and Figures 2 and 3, for the Second Cycle three standards had standard deviations below **.40** and 11 standards had standard deviations above **.80**. The lowest standard deviation for the Second Cycle was **.21** on Standard 3.1.3 Content at the district level, and the highest was **1.34** on Standard 3.4.6 Expenditures at the district level. Of the 11 standards, 7 with the highest standard deviations were clustered in the Evaluation Strand, and 10 of the 11 highest standard deviations were at the district level. This pattern of standard deviations was very consistent with the First Cycle, indicating that the variation across the standards is related to factors within the system (such as wide differences across districts in implementation of given standards) rather than random error.

Overall, almost all of the standard deviations were within one rating point, a very reasonable level of variance for a system that is based on human judgments with only four rating points. The clustering of the standard deviations within the district level and the Evaluation Strand indicates that there are greater differences across the state in the levels of performance of districts in the area of evaluation of professional development than in the other strands, as well as at the district levels in contrast to the school and faculty levels.



**Table 6
Standard Deviations by Numbered Order of Standards**

Standard	1st Cycle (n=67)	2nd Cycle (n=67)	Diff.
1.1.1. Individual Needs Assessment	0.46	0.47	0.01
1.1.2. Administrator Review	0.54	0.52	-0.02
1.1.3. Priority of Needs	0.47	0.49	0.02
1.1.4. Individual Professional Development Plan	0.53	0.54	0.01
1.1.5. Content	0.46	0.52	0.06
1.1.6. Learning Communities	0.66	0.64	-0.02
1.2.1. Relevance of Professional Development	0.39	0.40	0.01
1.2.2. Learning Strategies	0.37	0.43	0.06
1.2.3. Sustained Training	0.56	0.54	-0.02
1.2.4. Use of Technology	0.49	0.54	0.05
1.2.5. Time Resources	0.54	0.57	0.03
1.2.6. Coordinated Records	0.38	0.35	-0.03
1.3.1. Transfer to Students	0.38	0.41	0.03
1.3.2. Coaching and Mentoring	0.66	0.64	-0.02
1.3.3. Web-based Resources and Assistance	0.54	0.54	0.00
1.4.1. Implementing the Plan	0.60	0.63	0.03
1.4.2. Student Changes	0.49	0.47	-0.02
1.4.3. Evaluation Methods	0.52	0.54	0.02
1.4.4. Action Research	0.49	0.46	-0.03
1.4.5. Use of Results	0.59	0.63	0.04
2.1.1. School Needs Assessment	0.44	0.49	0.05
2.1.2. Reviewing Professional Development Plans	0.50	0.55	0.05
2.1.3. Reviewing Annual Performance Appraisal Data	0.54	0.53	-0.01
2.1.4. Coordinating with School Improvement Plan	0.41	0.46	0.05
2.1.5. Generating a School-wide Professional Development System	0.46	0.58	0.12
2.1.6. Content	0.38	0.43	0.05
2.1.7. Learning Communities	0.55	0.57	0.02
2.2.1. Relevance of Professional Development	0.40	0.42	0.02
2.2.2. Learning Strategies	0.37	0.43	0.06
2.2.3. Sustained Training	0.50	0.52	0.02
2.2.4. Use of Technology	0.56	0.57	0.01
2.2.5. Time Resources	0.52	0.59	0.07
2.2.6. Dollar Resources	0.52	0.54	0.02
2.2.7. Coordinated Records	0.36	0.32	-0.04
2.3.1. Transfer to Students	0.40	0.43	0.03
2.3.2. Coaching and Mentoring	0.50	0.52	0.02
2.3.3. Web-based Resources and Assistance	0.58	0.61	0.03
2.4.1. Implementing the System	0.48	0.53	0.05
2.4.2. Student Changes	0.56	0.59	0.03
2.4.3. Evaluation Methods	0.66	0.69	0.03
2.4.4. Use of Results	0.66	0.70	0.04
2.4.5. Expenditures	0.94	0.90	-0.04



Table 6 (cont.) Standard Deviations by Numbered Order of Standards			
Standard	2 nd Cycle (n=67)	1 st Cycle (n=67)	Diff.
3.1.1. District Needs Assessment	0.53	0.53	0.00
3.1.2. Generating a District-wide Professional Development System	0.91	0.88	-0.03
3.1.3. Content	0.22	0.21	-0.01
3.1.4. Trainers	0.71	0.79	0.08
3.2.1. Relevance of Professional Development	0.46	0.46	0.00
3.2.2. Learning Strategies	0.63	0.61	-0.02
3.2.3. Sustained Training	0.59	0.61	0.02
3.2.4. Use of Technology	0.59	0.60	0.01
3.2.5. Time Resources	0.79	0.83	0.04
3.2.6. Dollar Resources	0.77	0.81	0.04
3.2.7. Coordinated Records	0.47	0.42	-0.05
3.2.8. Leadership	0.45	0.55	0.1
3.2.9. Growing the Organization	0.70	0.70	0.00
3.3.1. Transfer to Students	0.64	0.77	0.13
3.3.2. Coaching and Mentoring	0.72	0.74	0.02
3.3.3. Web-based Resources and Assistance	0.84	0.83	-0.01
3.3.4. Follow-up Coordination	0.76	0.79	0.03
3.4.1. Implementing the System	0.85	0.88	0.03
3.4.2. Transfer into Classroom	1.06	1.03	-0.03
3.4.3. Student Changes	0.88	0.91	0.03
3.4.4. Evaluation Methods	0.97	0.99	0.02
3.4.5. Use of Results	1.01	1.02	0.01
3.4.6. Expenditures	1.35	1.34	-0.01
3.4.7. Student Gains	0.84	0.68	-0.16

Table 7 Lowest and Highest Standard Deviations			
Lowest Standard Deviations		Highest Standard Deviations	
3.1.3 – Content (District)	.21	3.4.6 – Expenditure	1.34
2.2.7 – Coordinated Records (School)	.32	3.4.2 – Transfer into Classroom	1.03
1.2.6 – Coordinated Records (Faculty)	.35	3.4.5 – Use of Results	1.02
		3.4.4 – Evaluation Methods	.99
		3.4.3 – Student Changes	.91
		2.4.5 – Expenditures	.90
		3.1.2 – Generating a District-wide Prof. Devel. System	.88
		3.4.1 – Implementing the System	.88
		3.3.3 – Web-based Resources and Assistance	.83
		3.2.5 – Time Resources	.83
		3.2.6 – Dollar Resources	.81

Figure 2

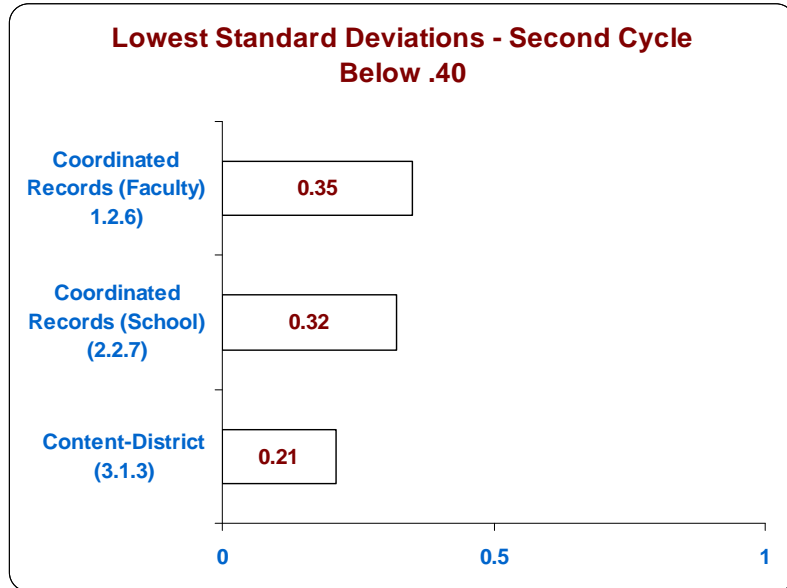
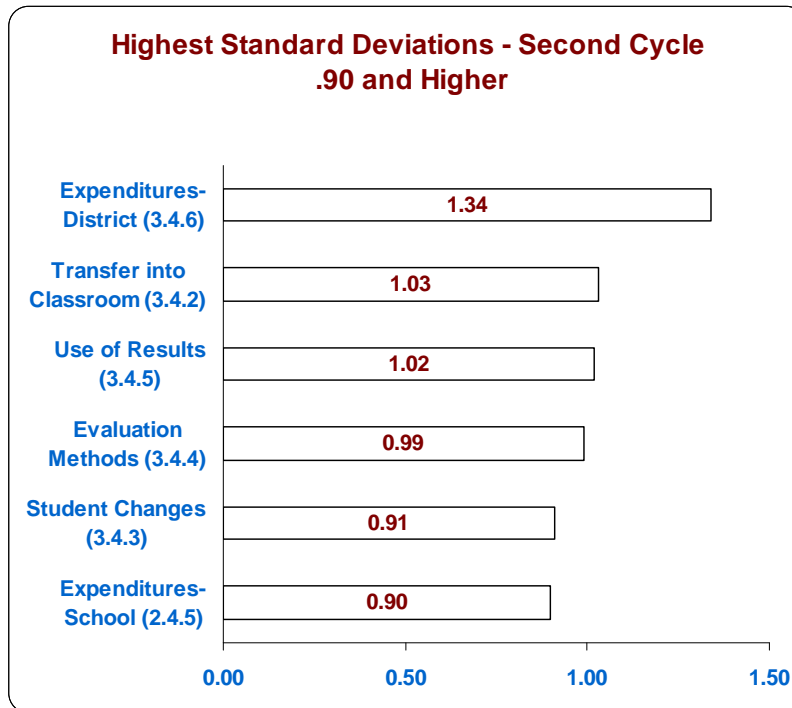


Figure 3





Average Ratings by Strand

Table 8 presents the average ratings for the Second Cycle on the standards for all levels and for each level (District, School, and Faculty) by the four strands of the standards: Planning, Delivery, Follow-up, and Evaluation. These results are also displayed in Figures 4-8. Overall, these results demonstrate for the Second Cycle more positive ratings in the areas of Planning (**3.31**) and Delivery (**3.45**) across all three levels, and less positive ratings for Follow-up (**2.92**) and Evaluation (**2.83**). This same pattern was observed in the First Cycle results. Noted, however, was improvement in every strand and level in the Second Cycle over the comparison ratings from the First Cycle. District level Follow-up and Evaluation ratings have improved by about one-half of a rating point across the two cycles, and all four strands and three levels were higher in the Second Cycle than in the First Cycle, despite the increased rigor of the rating criteria.

Level		Strand				
		Planning	Delivery	Follow-up	Evaluation	All Strands
District	2nd Cycle	3.55	3.58	3.10	2.91	3.30
	1 st Cycle	3.26	3.42	2.68	2.48	3.00
School	2nd Cycle	3.29	3.38	2.88	2.77	3.15
	1 st Cycle	3.11	3.34	2.69	2.61	3.01
Faculty	2nd Cycle	3.12	3.32	2.71	2.75	3.03
	1 st Cycle	2.91	3.30	2.64	2.46	2.68
All Levels	2nd Cycle	3.31	3.45	2.92	2.83	3.18
	1 st Cycle	3.01	3.36	2.68	2.51	2.97

Figure 4

Average Ratings for District Standards

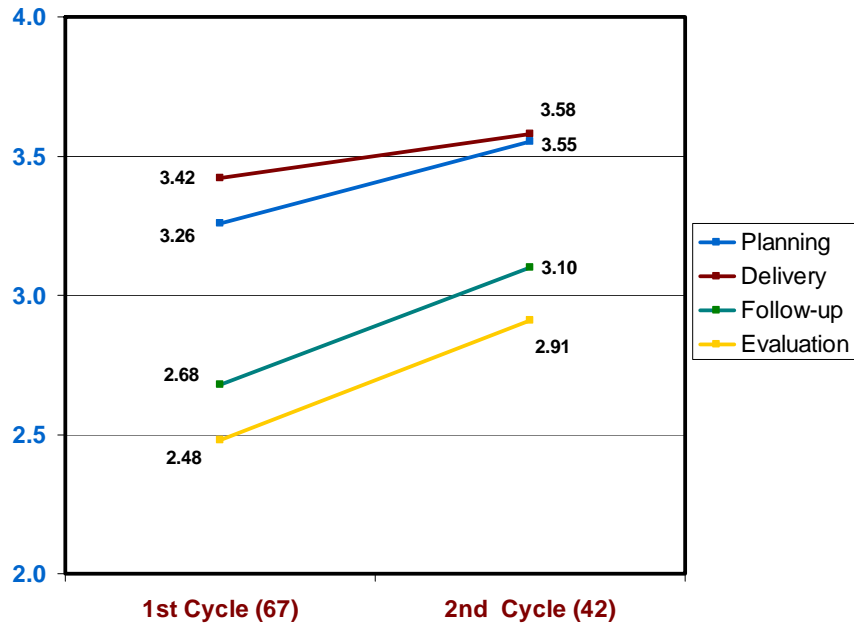


Figure 5

Average Ratings for School Standards

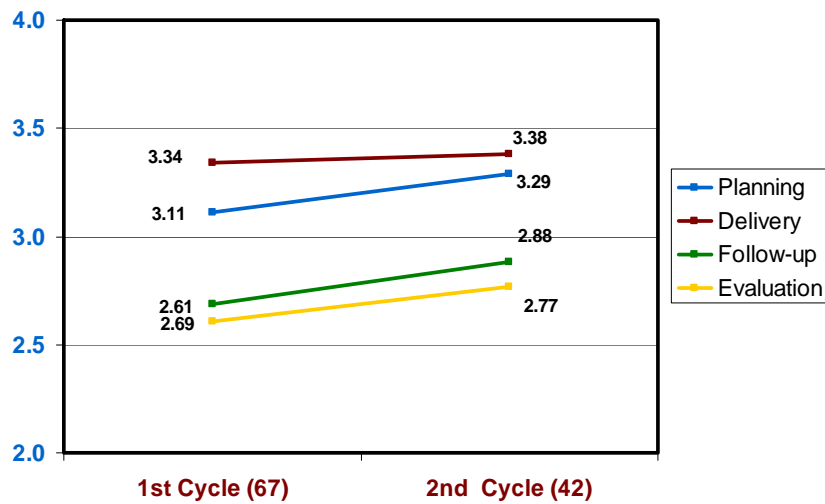


Figure 6

Average Ratings for Faculty Standards

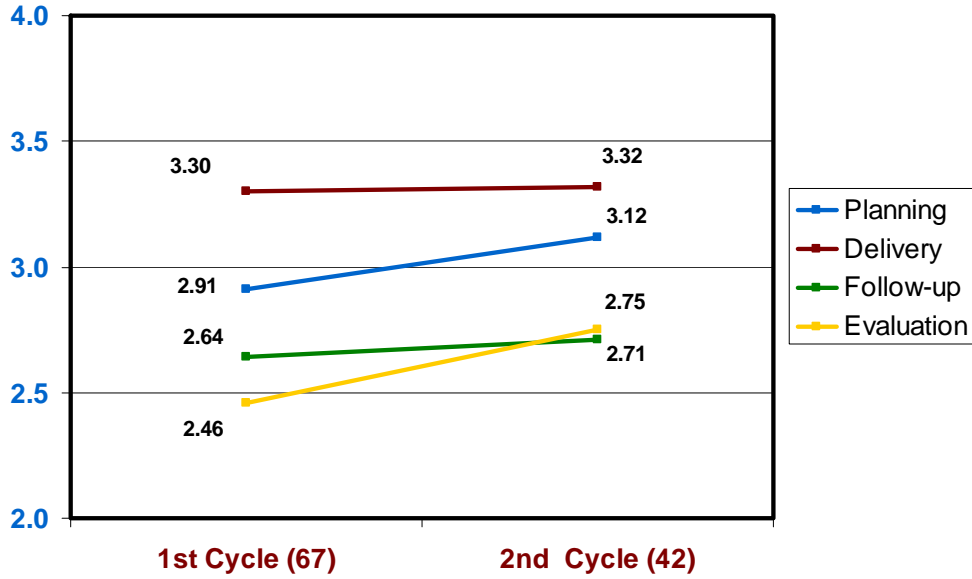


Figure 7

Average Ratings Across All Levels

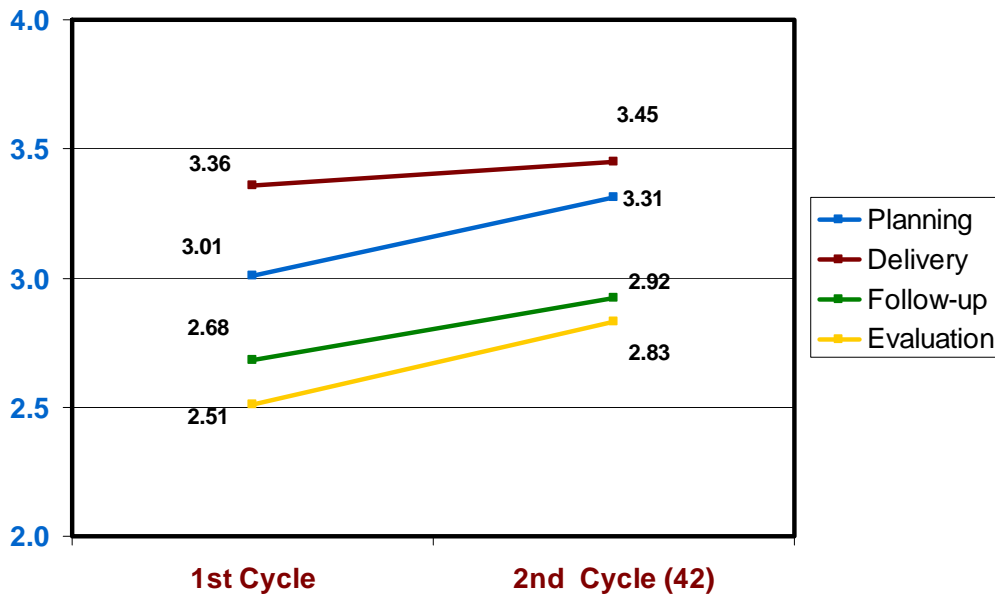
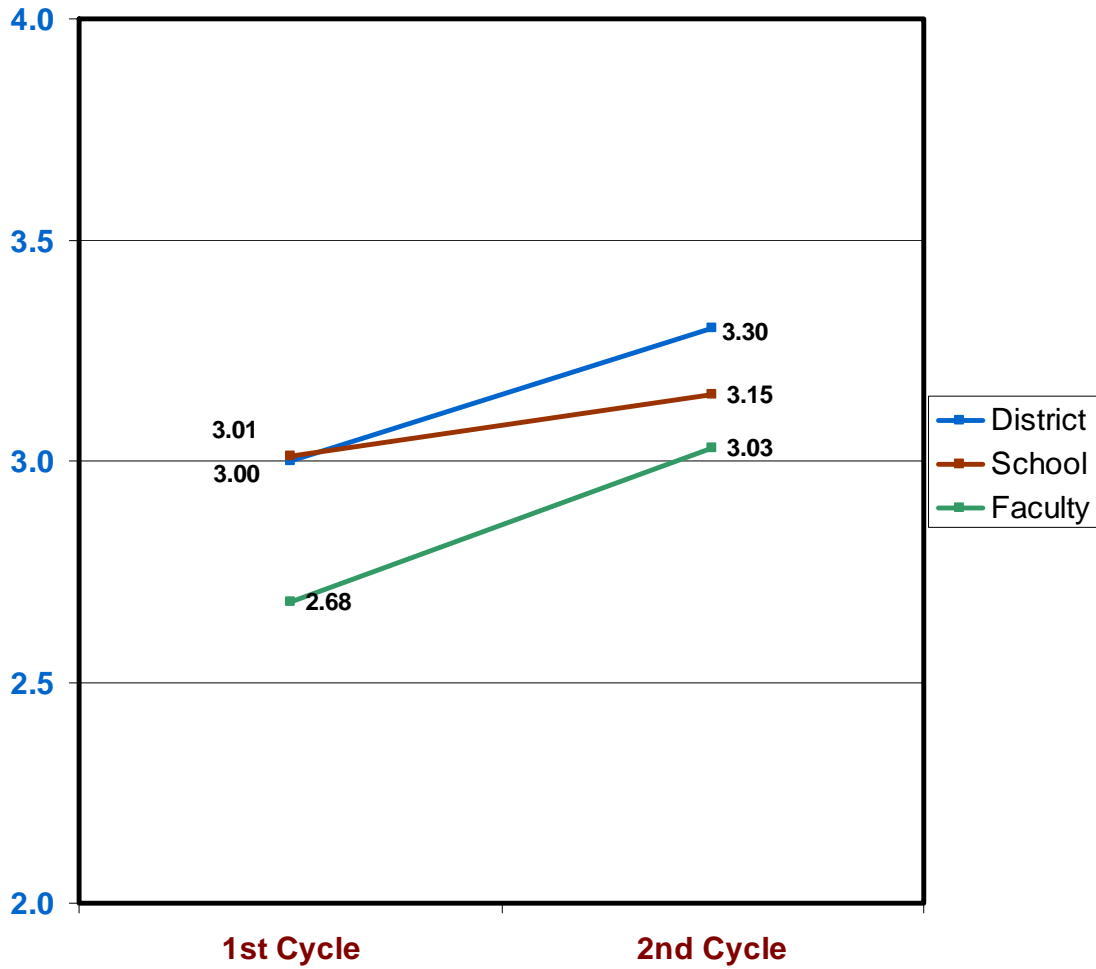


Figure 8

Average Ratings Across All Strands by Level





Tables 9 and 10 present comparisons by sets of standards across small, medium, and large school districts. These data are also displayed in Figure 9. District ratings were consistently higher than school and faculty ratings, regardless of district size, and for almost all comparisons school ratings were higher than faculty ratings. The highest rating was for district-level Planning in large districts (3.75), and the next highest rating was for district-level Delivery in medium-sized districts (3.68). The lowest ratings were for faculty-level Follow-up (2.67-2.74).

Except for large district planning, average ratings across all sizes were higher in the Delivery Strand than in any other strand. Average ratings for district and school levels were lowest for the Evaluation Strand, except for the faculty level that had lower follow-up ratings than evaluation ratings. From the First Cycle to the Second Cycle, differences between small districts and their larger counterparts were less apparent.

Table 9				
Second Cycle Average Ratings by District Size Across Strands and Levels				
District Size and Level	Strands			
SMALL	Planning	Delivery	Follow-up	Evaluation
District	3.53	3.58	3.06	2.83
School	3.27	3.38	2.88	2.77
Faculty	3.17	3.34	2.74	2.78
MEDIUM	Planning	Delivery	Follow-up	Evaluation
District	3.46	3.68	3.18	2.99
School	3.32	3.40	2.87	2.77
Faculty	3.06	3.30	2.67	2.70
LARGE	Planning	Delivery	Follow-up	Evaluation
District	3.75	3.42	3.08	2.97
School	3.31	3.39	2.88	2.78
Faculty	3.11	3.29	2.71	2.74

Table 10					
Second Cycle Average Ratings by District Size Across Strands					
District Size	Strands				
	Planning	Delivery	Follow-up	Evaluation	Total
Small	3.30	3.45	2.91	2.80	3.16
Medium	3.26	3.49	2.93	2.84	3.18
Large	3.34	3.38	2.91	2.85	3.17

Figure 9

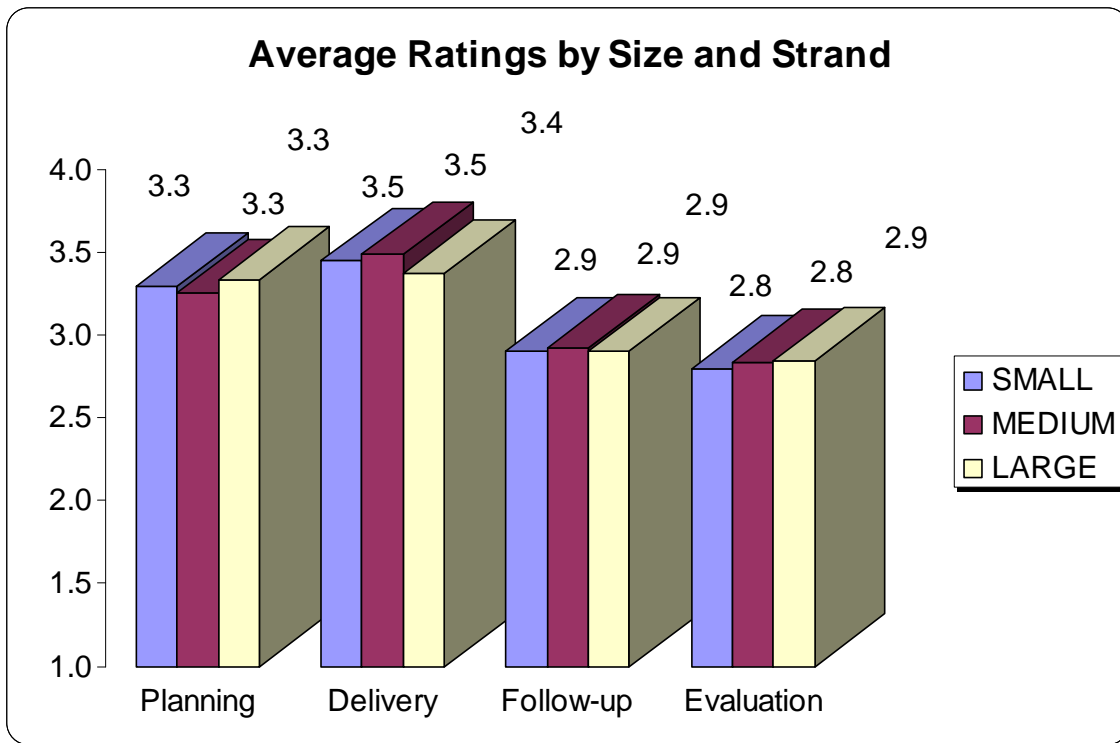




Table 11 displays the average ratings by district location across levels and strands. Table 12 provides summary data across levels by location (north, central, and south). Generally, differences in the average ratings by district location were very small with few trends. Districts in the southern part of the state had lower average ratings in 10 of the 12 cells across strands and levels, although these differences were generally less than .2 rating points. These data are also displayed in Figure 10.

Table 11						
Average Ratings by District Location Across Strands and Levels						
	Location	Planning	Delivery	Follow-up	Evaluation	Total
District	North	3.56	3.59	3.09	2.87	3.29
	Central	3.64	3.58	3.04	2.93	3.31
	South	3.43	3.56	3.18	2.93	3.29
School	North	3.33	3.40	2.88	2.77	3.16
	Central	3.37	3.42	2.90	2.85	3.21
	South	3.13	3.31	2.85	2.69	3.05
Faculty	North	3.20	3.39	2.81	2.81	3.10
	Central	3.28	3.35	2.71	2.78	3.06
	South	2.92	3.17	2.55	2.60	2.86

Table 12					
Average Ratings by District Location					
District Location	Planning	Delivery	Follow-up	Evaluation	Total
North	3.34	3.48	2.94	2.82	3.19
Central	3.40	3.47	2.90	2.86	3.20
South	3.13	3.37	2.89	2.76	3.08

Correlational Analysis

A correlational analysis was conducted across all 67 site visits conducted in the Second Cycle to examine the relationship between high ratings on the standards and the last district standard, 3.4.7 Student Gains. This standard states: “The district demonstrates an overall increase in student achievement as measured by the Department’s school grading system.” The analysis demonstrated a positive relationship (.33) between ratings on student achievement increases and ratings on all other standards, significant at the $p < .01$ level. In other words, **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.** This correlation was .31 for the First Cycle (significant at the $p < .01$ level), demonstrating that the **relationship between high district level performance on the professional development standards and high levels of student achievement is continuing over time and increasing with the application of the standards by districts.**

Second Cycle District Ratings

To provide a more comprehensive statewide picture, ratings for the Second Cycle were averaged across all standards for each district (see Table 13). Note that this process reduces considerably the usefulness of the information by masking differences on individual standards. The best use of these data is by individual standard as each district strives to implement each of the standards. The average rating for the 67 districts reviewed across all standards was **3.17** with a range from **3.76 to 1.97**. The median number of ratings below 2.0 (Marginal in the 4-point rating scales) was 3 with the range from 0 to 23. These numbers represented a range of 0% to 35% of the 66 standards being rated below a “marginal” rating for a given district, with a median of 5%.

Most district ratings in the Second Cycle, however, were “good” or “excellent” in the application of the standards to professional development. The median number of ratings at or above 3.5 (exemplary in the 4-point rating scale) was 27 with a range from 3 to 58. In terms of percentages, the numbers represent 5% to 88% of the 66 standards being rated exemplary with a median of 41%. These statistics were notably higher than for the First Cycle.



Table 13
Statistics for Second Cycle District Reviews

Average Rating	Number of Ratings Below 2.0	Percent of Ratings Below 2.0	Number of Ratings at 3.5 or Above	Percent of Ratings at 3.5 or Above
3.76	1	2%	58	88%
3.69	0	0%	47	71%
3.68	1	2%	51	77%
3.65	0	0%	44	67%
3.64	2	3%	52	79%
3.61	0	0%	34	52%
3.58	0	0%	44	67%
3.58	0	0%	41	62%
3.57	1	2%	42	64%
3.57	0	0%	38	58%
3.52	0	0%	43	65%
3.50	2	3%	48	73%
3.49	3	5%	45	68%
3.48	0	0%	35	53%
3.45	1	2%	37	56%
3.44	1	2%	43	65%
3.43	0	0%	33	50%
3.41	5	8%	32	48%
3.40	2	3%	40	61%
3.38	3	5%	34	52%
3.38	1	2%	30	45%
3.38	1	2%	29	44%
3.38	0	0%	29	44%
3.35	3	5%	28	42%
3.34	2	3%	38	58%
3.34	1	2%	27	41%
3.33	4	6%	36	55%
3.31	1	2%	26	39%
3.30	3	5%	30	45%
3.29	3	5%	35	53%
3.29	3	5%	27	41%
3.28	3	5%	31	47%
3.27	3	5%	24	36%
3.21	3	5%	34	52%
3.18	4	6%	21	32%



Table 13				
Statistics for Second Cycle District Reviews (cont.)				
Average Rating	Number of Ratings Below 2.0	Percent of Ratings Below 2.0	Number of Ratings at 3.5 or Above	Percent of Ratings at 3.5 or Above
3.18	1	2%	20	30%
3.16	4	6%	25	38%
3.13	4	6%	25	38%
3.13	1	2%	20	30%
3.12	5	8%	23	35%
3.12	2	3%	20	30%
3.10	1	2%	20	30%
3.08	5	8%	25	38%
3.05	1	2%	26	39%
3.04	5	8%	24	36%
3.04	2	3%	13	20%
3.03	2	3%	3	5%
3.01	4	6%	24	36%
3.00	2	3%	19	29%
2.99	2	3%	17	26%
2.98	6	9%	27	41%
2.94	7	11%	17	26%
2.91	3	5%	13	20%
2.85	4	6%	9	14%
2.84	2	3%	19	29%
2.82	5	8%	9	14%
2.80	6	9%	17	26%
2.80	3	5%	7	11%
2.79	8	12%	17	26%
2.78	9	14%	13	20%
2.74	4	6%	11	17%
2.71	10	15%	11	17%
2.67	10	15%	13	20%
2.63	7	11%	6	9%
2.20	14	21%	3	5%
2.00	23	35%	4	6%
1.97	22	33%	5	8%
Total Average= 3.17	Median = 3	Median = 5%	Median = 27	Median = 41%



University Research School Results

In the last years of the two cycles, reviews were conducted for the four university schools: Alexander D. Henderson University School at Florida Atlantic University, Florida State University School, P. K. Yonge Developmental Research School at the University of Florida, and Florida Agricultural and Mechanical University (FAMU) Developmental Research School. Table 14 presents the average results by standard for these four reviews for both cycles. Note that in these school districts comprised of essentially a single school, the activities for the district and school levels are for practical purposes the same. As a consequence, most of the school standards were not reviewed separately, and activities were reflected in the district standards. A total of 47 standards were used in each review.

The average ratings on standards for the four university schools in the Second Cycle ran the entire scale from 1 to 4. The average was 2.79, representing a decline from the 2.95 average rating in the First Cycle. Overall the ratings for the four schools represented widely varying performance levels on the standards, with 30% of the standards receiving at least one rating each of a 1 and a 4. Two schools received average overall ratings of less than 2.5, the midpoint on the scale, and one received an average rating above 3.5, the level used to identify exemplary school districts.

It was noted that Florida Atlantic and Florida State Universities have reconstituted their schools as charter schools and expanded their charters to include additional schools in other locations. Future reviews for these sites may best be conducted with a full district review.



Table 14 University Research Schools Summary		
District Level Standards	1st Cycle Rating	2nd Cycle Rating
3.1.1. District Needs Assessment	3.50	3.75
3.1.2. Generating a District-wide Professional Development System	3.75	2.75
3.1.3. Content	4.00	3.50
3.1.4. Trainers	2.50	2.25
3.2.1. Relevance of Professional Development	4.00	4.00
3.2.2. Learning Strategies	3.75	3.25
3.2.3. Sustained Training	3.25	3.00
3.2.4. Use of Technology	3.50	2.75
3.2.5. Time Resources	3.00	4.00
3.2.6. Dollar Resources	3.25	2.75
3.2.7. Coordinated Records	3.25	2.75
3.2.8. Leadership	3.50	2.25
3.2.9. Growing the Organization	3.25	2.67
3.3.1. Transfer to Students	3.50	3.75
3.3.2. Coaching and Mentoring	3.00	2.75
3.3.3. Web-based Resources and Assistance	2.25	3.25
3.3.4. Follow-up Coordination	NA	NA
3.4.1. Implementing the System	2.25	2.75
3.4.2. Transfer into Classroom	1.75	1.75
3.4.3. Student Changes	1.75	1.75
3.4.4. Evaluation Methods	1.75	1.75
3.4.5. Use of Results	2.00	1.75
3.4.6. Expenditures	3.25	1.00
3.4.7. Student Gains	3.50	3.25
2.1.2. Reviewing Professional Development Plans	2.75	3.00
2.1.3. Reviewing Annual Performance Appraisal Data	3.25	3.00
2.1.4. Coordinating with SIP	3.75	3.25
2.1.7. Learning Communities	2.25	2.00
1.1.1. Individual Needs Assessment	3.00	3.25
1.1.2. Administrator Review	2.75	3.00
1.1.3. Priority of Needs	3.50	2.67
1.1.4. Individual Professional Development Plan	3.00	2.75
1.1.5. Content	3.75	3.75
1.1.6. Learning Communities	2.75	2.00
1.2.1. Relevance of Professional Development	3.25	3.50
1.2.2. Learning Strategies	3.50	3.25
1.2.3. Sustained Training	3.00	3.00
1.2.4. Use of Technology	3.50	2.75
1.2.5. Time Resources	3.00	3.00
1.2.6. Coordinated Records	3.25	2.75
1.3.1. Transfer to Students	3.25	3.75
1.3.2. Coaching and Mentoring	3.00	2.75
1.3.3. Web-based Resources and Assistance	2.25	3.00
1.4.1. Implementing the Plan	2.75	3.00
1.4.2. Student Changes	2.00	2.00
1.4.3. Evaluation Methods	2.00	2.25
1.4.4. Action Research	1.50	2.00
1.4.5. Use of Results	2.00	2.00
Total Average	2.95	2.79



Narrative Description of Findings Across Districts

Analyses of the findings across districts provide a powerful database to examine professional development practices in Florida. This section of the Second Cycle Technical Report presents a narrative description of the ways in which Florida's districts are planning, delivering, following up on, and evaluating professional development. Findings are presented by these strands and by levels within strands when appropriate. Note that the rationale for and an elaboration on each standard are presented in the Reviewer's Guide. Ratings provided in the next sections represent Second Cycle ratings.

Planning Strand (Average Rating – 3.31)

The intent of the planning standards is to ensure that adequate preparation has been conducted at all levels in determining what professional development is needed and will be delivered. The faculty level examines the planning that teachers and administrators conduct to create the Individual Professional Development Plans (IPDPs) for each teacher. At the school level, planning concentrates on school improvement efforts and the role of professional development as a critical tool for implementing change. Planning at the district level is an interactive process of gathering and sharing information across all three levels. Many districts received "good" ratings on these standards, and some received "excellent" ratings.

Faculty Level Planning (Average Rating – 3.12)

IPDP Needs Assessment and Planning. The first set of district reviews were conducted when the requirement for IPDPs had just become law. Initially, some districts were beginning implementation without a clear set of forms or procedures, and occasionally it was noted that a school was using and even duplicating the same IPDP for all teachers in the school. By the Second Cycle, many districts had revised their forms and processes to follow the requirements of the standard, although implementation in the schools was not necessarily at the quality level that the district expected. Increases were noted over time in the extent to which the teachers and schools were completing the process and forms in a meaningful fashion. In districts with strong school-based management philosophies, considerable variation was noted across schools in the degree to which IPDPs were completed appropriately and personally reviewed by the school administrator. Some districts have completely reworked their teacher appraisal system to incorporate the IPDP as part of the process. This approach was observed in districts embracing the Sterling criteria in which professional development is highly valued. In some districts, however, the format for an IPDP was being used as a means to organize and focus data study teams, often resulting in an IPDP that had very defined student achievement goals and strategies but no reference at all to professional development.

Use of Classroom Level Disaggregated Data. One of the most noticeable differences from the beginning of the First Cycle to the end of the Second Cycle was the availability and use of classroom level disaggregated data for teachers and administrators. Over the two cycles, teachers became much more aware of the need to link their professional development to expected increases in student achievement or other outcome measures, as a direct consequence of the greater emphasis on district and school accountability measures. The intense emphasis on student achievement levels and easy availability of disaggregated classroom data on which to base decisions has greatly increased the individual responsibility many teachers now embrace for the performance levels of their students. Districts generated their own benchmark tests and other content assessments that measure the basic subject areas of mathematics, language arts and English, and science. These tests allow multiple assessments during the year that increase the teachers' capacity to target specific skills for professional development and examine the impact on their students. Issues continue to surface, however, on the availability of disaggregated data for many teachers whose subject and content areas are not measured through the FCAT or other routinely administered standardized achievement tests. Examples include teachers of art, music, social studies, physical education, vocational education, exceptional student education, ESOL, and computer sciences. Some schools direct these "other" teachers to relate their professional development to FCAT test scores, even if there is little application.

The processes used to determine the needs of the teachers for professional development have also improved over time. Initially, many teachers indicated that the principals had little or no involvement in reviewing their IPDPs, with this requirement met by sending the IPDP to the principal for signature. In the Second Cycle, more examples were noted of individual meetings held with principals as part of a more comprehensive review of teacher performance and satisfaction. Computerization of IPDPs was more common in the Second Cycle with the advantage of less time spent in completing forms, but in some settings a reduction in the personal interaction between the teachers and administrators was noted as forms were completed and submitted electronically.

Comprehensiveness of IPDPs. IPDPs usually contained one or two major professional development programs or sessions for the year. Frequently these programs appeared on all teachers' IPDPs in the grade level or content area, or for the entire school. Examination of the records of professional development taken by the teachers, however, revealed many more programs and sessions for which the teachers had received credit. Note that there is no requirement in the law that all professional development be reflected on the IPDP; in some schools, however, there was little evidence that the IPDP was serving a meaningful purpose in planning and organizing professional development for the teachers.

School Level Planning (Average Rating – 3.29)

Relationship to School Planning (Average Rating – 3.55). A strong relationship was noted in most schools between planning for school improvement and the use of professional development as a tool for improving the school. The state’s increased emphasis on student achievement and the use of FCAT scores to grade schools has contributed greatly to this relationship. This emphasis increased in the Second Cycle and was particularly pronounced in schools under the State’s Differentiated Accountability System.

School-level Professional Development System (Average Rating – 3.14). Typically, the professional development system for schools is described in multiple documents. The School Improvement Plan (SIP) contains references to professional development to be implemented in the upcoming school year, and district documents often describe the organization and structure of professional development. The regional consortia provide to their members manuals containing policies and procedures about professional development, although school principals of participating member districts sometimes are not aware of this information. The SIPs often have limited information about the planned professional development, sometimes as little as a single word or phrase such as “math training” or “district seminar.” Some excellent examples were noted of individual schools and some districts that have developed and/or required separate School Professional Development Plans detailing the planned programs or sessions, who is responsible, who will attend, when it will be held, and the approximate cost. Schools under the State’s Differentiated Accountability System frequently had very detailed professional development plans.

District Level Planning (Average Rating – 3.55)

This standard was rated above the level of excellent for more than half of the school districts. Over the two cycles, much greater emphasis is being placed on student achievement levels and school-level needs driving the planning for professional development that teachers receive. Additionally, districts have embraced and adopted the Florida Protocol Standards.

Needs Assessments (Average Rating – 3.67). The most notable change over the two cycles was the rapid development of district data warehouses that facilitated the wide availability of student data disaggregated down to the classroom level on key factors used to determine Annual Yearly Progress under the No Child Left Behind requirements. In addition to the review of disaggregated data, districts conduct needs assessments in many different ways. For smaller districts, this process is usually informal and conducted by schools with the district reviewing SIP plans and sometimes all of the IPDPs to identify commonly listed professional development programs. Few districts conduct formal individual surveys of all teachers, although some examples were noted of districts that have placed these surveys on the web to gather teacher input into needed training.

Sometimes this process is an accumulation of information first by school-level professional development coordinators (an assistant principal or an elected or appointed teacher) who disseminate a form or use a faculty meeting to gather teacher needs, then send lists of the needs to the district. This process may also be conducted instead by the school administrators based on their SIP planning. Most districts conduct strategic planning with varying degrees of formality. In small districts, this process is less formal and may be part of a consortium joint effort. In larger districts, long range multi-year scans are completed with extensive data collection and periodic updating. Professional development is often considered as part of these broader planning efforts. Again, districts committed to the Sterling criteria generally use more formal strategic planning with documentation.

District Plans (Average Rating – 3.33). During the first year that they were required, all except one district generated a district professional development plan and submitted it to the Department for review and approval. Most districts received a 3 or 4 rating on this standard during their reviews in the First Cycle. Some districts conduct routine revisions to the plan, and many have placed these plans, the Master Inservice Plan, and other professional development documents on their district websites for easy access by all. In the Second Cycle, however, some district plans needed to be updated to reflect current law, and new administrators in some districts were unaware of their own district plans, resulting in ratings of unacceptable.

Dissemination of Professional Development Standards (Average Rating – 3.33). Knowledge and use of the Florida Professional Development Standards has been widespread over the two cycles. Most professional development directors have participated in the Department’s statewide training for Protocol reviewers, and a majority of districts send staff to be reviewers in other districts. Many districts have disseminated the standards to principals and district staff involved in professional development. Some districts conduct training on the standards and use them in many other ways including checklists for developing training, organizing structures for evaluation forms, and requiring all training consultants to use them in planning and delivering professional development. Districts also have generated podcasts, wikis, and other electronic methods for sharing information about the standards.

Content (All Levels - Average Ratings – 3.40 to 3.96). Ratings for the standards related to Content were very high at all three levels. Virtually all professional development listed on the IPDPs in the Second Cycle was directly related to one or more of the content areas specified in 1012.98:

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. emphasize 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.

Districts and schools are supporting with federal, general revenue, or local dollars professional development that is directly related to the teaching assignments of the participants. In some schools, however, no professional development was listed at all on the IPDP, with the boxes containing either teaching activities for students or broad statements such as “professional development” that were not measurable or specific to any content area. Reviewers noted almost no professional development that did not meet this criterion.

Learning Communities (All Levels - Average Ratings – Faculty 2.37, School 2.70).

Ratings for Learning Communities were among the lowest in the system in the First Cycle, as very few teachers or schools had any knowledge of professional learning communities. Ratings improved in the Second Cycle, including a .50 increase at the school level. Some schools have the structures in place to conduct learning communities such as joint planning time for grade level or subject area meetings, but most of the discussions centered on the logistics of operating the schools and classrooms rather than increasing the knowledge and skill levels of the teachers. At the end of the Second Cycle, some districts were beginning to use data study teams to examine student performance levels by grade level or content area, forming some learning communities, although they usually did not have specific professional learning objectives for the participants.

Delivery Strand (Average Rating – 3.45)

The Delivery Strand examines the quality of the professional development in which teachers participate. Critical aspects of the delivery of training include the relevance of the professional development, use of appropriate learning strategies, sustained training, inclusion of technology, sufficient time and dollar resources, and coordination of the records related to participation. Standards for these aspects are included in all three levels. Two additional factors, leadership development and using professional development to grow the organization, are addressed at the district level. Overall, standards for the Delivery Strand were the most positive of the four strands at all three levels. The Coordinated Records standards at all three levels, and Relevance of Professional Development and Coordinating with School Improvement Plans at the district and school levels all had average ratings above 3.50. At the district level, seven of the nine standards had average ratings above 3.50. Narrative results for the first six standards are presented across all three levels.

Relevance of Professional Development (All Levels - Average Ratings – 3.36 to 3.76).

Most school districts received ratings of 3 or 4 on all three levels examining the relevance of the professional development teachers receive to their needs as classroom teachers. Virtually no professional development was listed in IPDPs, SIPs or district plans that did

not directly relate to the skills and knowledge that teachers need to deliver quality instruction in a well-managed classroom.

Learning Strategies (All Levels - Average Ratings – 3.35 to 3.58). The average ratings for Learning Strategies were 3.35 or higher at all three levels, indicating primarily 3 and 4 ratings for most districts. Extensive use of modeling, demonstrations, practice during professional development sessions, feedback from instructors, and active learning methods such as role plays and discussions were noted during most reviews. Districts and schools are making a concerted effort to eliminate “talking heads” delivering lectures as the primary instructional strategy for professional development. Some delivery included repeated sessions in which teachers practiced the skills in their classrooms and then returned to share the results with other teachers. Some coaches and mentors monitor these practice sessions and provide feedback to the teachers as they try out new skills.

Sustained Training (All Levels - Average Ratings – 2.97 to 3.51). Many districts and schools are delivering training that extends over multiple days and multiple sessions totaling 15 hours or more. Examples were noted of programs such as reading, mathematics, or classroom management in which all teachers in a grade level or subsets of teachers at different times receive a two-day session, followed by brush-up sessions in which additional components are addressed. Other examples were six or more half-day sessions, or a semester of two-hour early release days devoted to a specific set of related skills and methods. Many districts are implementing teacher induction or new teacher training in similar formats. Districts continue to use some one-shot training for some content areas, but these sessions are less frequent. The increased use of early release days as a designated time for professional development, however, often resulted in more one-shot programs of limited time and intensity with little connection to the next early release day session.

Use of Technology (All Levels - Average Ratings – 3.07 to 3.61). The use of technology to deliver professional development to teachers decreased over the two cycles at the faculty and school levels. Note that the rating rubric for this standard was made more rigorous for the Second Cycle. Examples have included videotapes, laser discs, SMART Boards, hand-held computers or PDAs, graphing calculators, and computer programs or displays as well as distance learning and other technologies. PowerPoint presentations became standard for most professional development trainers during the First Cycle and were not counted in the Second Cycle as they were pervasive for almost all professional development. The use of computers to instruct on a variety of programs, especially those that require the teacher to use a computer with students, is much more common place. By the Second Cycle, all districts had websites, and some were using the web to deliver programs either through their own resources or through services such as Blackboard and Moodle. A few districts have developed their own mediated professional development programs that include video clips, video-streaming, audio presentations, and embedded practice and feedback. These resources can still be greatly increased to make professional development more effective and efficient, and to increase the convenience for teachers.

Time Resources (All Levels - Average Ratings – 3.38 to 3.21). To have an impact on teaching performance and ultimately on improving student academic levels, teachers must have sufficient time available to participate in professional development. The Time Resource standards at all three levels received ratings between 3.38 and 3.21, indicating most districts received ratings of 3 or 4. Districts generally provide 2-4 days or the equivalent in the district calendar that are designated for professional development. Teachers may or may not be required to attend professional development on those days. Historically, the Legislature required districts to provide professional development days in the calendar. This requirement was removed, and in many districts the professional development days were negotiated by the collective bargaining units into teacher planning days. The lack of required days limits the effectiveness of school-wide professional development for major training programs. Also, leaving professional development up to the choice of the teachers creates situations in which some teachers who may need most critically an updating of their skills or training on new techniques and methods may opt not to participate in any professional development for four of the five years in a given certification period.

Dollar Resources (All Levels - Average Ratings – School 2.97, District 3.37). Generally, schools and districts reported receiving sufficient dollar resources to implement needed programs. The Second Cycle ratings at both levels, however, declined from the First Cycle ratings. Previously, districts were required to expend at least \$5.00 per FTE on professional development; this requirement for categorical funding, however, was waived several years ago, and some districts promptly reduced the funds devoted to professional development, reallocating these resources to other programs and functions. During the Second Cycle, the onset of the recession resulted in restrictions on funds for professional development in some districts.

Coordinated Records (All Levels - Average Ratings – 3.81 to 3.84). The Coordinated Records standards received three of the highest ratings of all standards in the review system. Almost all school systems have clearly defined systems for documenting and tracking the professional development in which teachers participate. For medium and large districts, these functions are usually computerized with access available to all teachers and principals at any time, and updating occurring in batch processing or in real time. Several districts and consortia have developed their own integrated computerized professional development tracking systems with many functions including planning and developing the professional development session (using the Protocol Standards as a guide), online registration by participants, online completion using follow-up activities, online notification of inservice points awarded, and summary functions giving the district staff extensive information on who has participated in which programs.

District Leadership (Average Rating – 3.78). The District Leadership standard received one of the highest ratings of all standards in the review system. Most districts provided convincing evidence that professional development is a high priority for the district and is included in major district initiatives. Examples were listing professional development in

strategic plans as primary methods for implementing changes, seeking out grants and funding for professional development, and commitment of additional funds to professional development from local funds.

Growing the Organization (Average Rating – 3.58). The Learning Organization model of organizational change emphasizes the professional development of the organization’s human resources as a critical component of increasing effectiveness and efficiency. Many districts openly acknowledge the strength of the people in their organization through a variety of mechanisms. Most districts have programs in place that encourage and support teachers to become assistant principals. Other excellent examples were paying tuition or bonuses for paraprofessionals to become teachers and increasing beyond the state allocation the stipends given to teachers who attain National Board Certification. The best examples were noted in districts committed to the Sterling criteria that are based on the Deming Model and encourage participants to make commitments to each employee in the school system to maximize their potential.

Follow-up Strand (Average Rating – 2.92)

The standards included within the Follow-up Strand address the need for schools and districts to ensure that teachers actually use the skills and knowledge they have learned when they teach students in the classrooms. The first standard directly addresses in all three levels this transfer process to students. The next two standards examine two methods at all three levels for increasing the application of the skills and knowledge: coaching or mentoring programs, and the use of web-based resources to assist teachers as they generate lesson plans and try new techniques in their classrooms that apply the newly learned methods and instructional techniques. The last section reviews the results for the district-level standard for coordinating follow-up services.

Transfer to Students (All Levels - Average Ratings – 3.27 to 3.30). At the faculty and school levels, this standard examines the extent to which teachers actually use the skills and knowledge they have learned through professional development when they are in classrooms teaching students. The average ratings were virtually identical across the three levels. Most teachers interviewed in both cycles could provide very specific examples of the ways in which they had applied some of the new skills and techniques. For example, teachers participating in the *Just Read! Florida* program described in detail the changes they had made in the ways in which they teach their students how to read. Principals generally also described this transfer, although some principals had not participated in the training or did not visit classrooms regularly enough to address the standard. At the district level, some districts had formal systems in place to document transfer into the classroom, such as requiring teachers to document use of the training in their lesson plans or requiring documentation of classroom use prior to awarding inservice points. Other districts, however, had little formal documentation of the extent to which teachers actually use the skills and knowledge taught to them in professional development, although there might be some informal knowledge based on informal conversations with

principals and participating teachers. With the introduction of additional training by the Department on classroom walkthrough processes, more districts demonstrated their formal systems for ensuring that teachers were using the specific skills being learned through major professional development programs.

Coaching and Mentoring (All Levels - Average Ratings – 2.46 to 3.15). Teachers 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 teachers will apply the skills and knowledge. With the advent of federal grant funding through the *Just Read! Florida* program and other state funding for reading programs, most school districts hired reading coaches for elementary schools. In the Second Cycle, the coaching cadre was expanded to mathematics and to the secondary level. Some districts also used other state and federal funds as well as local dollars to support coaching in the basics of reading, mathematics, and technology. Some of these coaches provide direct assistance to teachers based on professional development jointly attended by reading or math teachers in the school. Other coaches may have additional non-coaching assignments that limit the time and effort they can devote to demonstrating, observing, and coaching in classrooms. Some other systems used in medium and small districts for coaching include district staff conducting training and then visiting classrooms in content areas such as social studies. Coaching and mentoring was also observed frequently in the new teacher induction programs in which a person (often at the school) is assigned to assist a new teacher.

Web-based Resources and Assistance (All Levels - Average Ratings – 2.35 to 2.87). Although many districts are increasing their efforts to provide school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training teachers have completed, some districts do not yet have this standard firmly in place. Considerable increases were noted over the two cycles in the number of districts that have websites available, moving from a handful to all 67 districts. Large districts generally have posted extensive materials on their websites to assist teachers in implementing major programs. Other districts, however, do not have any follow-up activities or materials available on their websites. Small districts participating in consortia have access to the consortia websites that often contain follow-up activities. Other districts may have web-based follow-up activities through commercial professional development services. Major professional development programs created or sponsored by the Department also have web-based resources and assistance such as the Florida Center for Reading Research and FCAT Explorer. Universally, however, districts and schools have difficulty motivating their teachers to participate in any of these post-training web-based activities.

Follow-up Coordination (District Only - Average Rating – 3.12). When districts provide professional development on the same topic or new program to teachers from multiple schools, any follow-up services such as coaching or mentoring should be coordinated across the various schools in which teachers are located. Many districts have

structured methods for ensuring that coaches, mentors, and others providing follow-up assistance coordinate their services and deliver the same follow-up messages to all participating teachers. Excellent examples were noted for the many reading and mathematics programs that have coaches, and for the new teacher induction programs. Frequently noted were programs in which mentors or coaches meet monthly, have a discussion board to share concerns and solutions, and summer sessions to evaluate their progress over the year and plan coordinated activities for the next year. This standard was less frequently met in small districts with fewer resources, although the coordination may have been informal and less well documented.

Evaluation Strand (Average Rating – 2.83)

In parallel with the Planning Strand, evaluation standards relate to different aspects at the three levels (faculty, school, and district). The faculty level examines the evaluation that teachers and administrators conduct for the teacher's Individual Professional Development Plans (IPDPs). At the school level, the standards concentrate on the school's evaluation of professional development for school improvement efforts as well as the administrative role in evaluating IPDPs. Evaluation at the district level concentrates on a system-wide examination of the implementation and effectiveness of major professional development programs. The ratings for this whole strand were generally lower than the other three strands, ranging from 1.43 for Action Research to 3.19 for Student Gains.

Faculty Level Evaluation (Average Rating – 2.75)

Considerable variation was noted in the extent to which teachers and administrators are determining whether teachers actually participated in the planned professional development listed on the IPDPs and if those skills were then used in classrooms. Some schools conducted formal reviews of IPDPs at the end of the school year in conjunction with teacher appraisal reviews and planning for the next year. In other schools, this review is perfunctory or only a paperwork process in which teachers complete the form that is turned in and signed by an administrator. For some major programs such as CRISS training, reading programs, and new textbook adoptions, teachers presented evidence to their principals that they had used the skills. Often this evidence was notations in lesson plans, or administrative classroom walkthroughs to observe the skills being used. Some excellent examples of IPDP processes were noted in which teachers bring to their annual evaluation portfolios or examples of how they have changed their classroom teaching based on professional development and the resulting changes in student performance levels. These results are then considered as part of the teacher's evaluation. The clearest examples were noted in reading instruction and the use of CRISS strategies. Other best practices included schools and districts that were using IPDPs as the basis for action research: identifying the anticipated changes and professional development on the IPDP, learning new techniques and skills, applying the new skills in the classroom, and documenting what changes occur in targeted students. Also, some excellent examples

were noted in which teachers kept specific records of student performance levels on FCAT, district progress monitoring tests, DIBELS, or other measures that linked specific changes in teacher instruction to improvements in student learning on specific skills. It was noted that this logical connection is very difficult to make when so many other factors can impact student learning, and in subject areas such as music, physical education, and vocational education in which few if any standardized tests are available. Some very creative teachers demonstrated the way they used training in reading or math instruction and applied it within their content areas such as social studies or art. Overall, progress was made in the area of evaluating the effectiveness of IPDPs, but considerably more effort is needed to ensure administrators and teachers understand the benefits of documenting the effectiveness of the professional development in which teachers participate.

School Level Evaluation (Average Rating – 2.77)

The standards for evaluating the school level professional development system review four basic questions for school-wide training: 1) did teachers participate in and complete the planned professional development? 2) did teachers use the skills and techniques learned when they taught in the classroom? 3) did any changes or improvements in students result from the new approaches? and 4) were the assessments or measures used to verify the change appropriate? Considerable variation was noted in the extent to which schools documented or could discuss in detail these activities. Because of the strong emphasis in Florida on School Improvement Plans and a defined process for generating the SIPs, many principals described the planning process. Some schools also had formal methods for evaluating progress on their SIPs at the end of the year, including the planned professional development. This process was very evident in schools participating in the Differentiated Accountability program and using the Continuous Improvement Progress system with assistance from the Department. Other school administrators were less clear on whether they checked to see if the professional development planned at the beginning of the year was actually taken by the teachers needing the training and whether they used the skills. Many principals, however, stated that they did these evaluations informally through their direct knowledge of teachers and through classroom walkthroughs. Less evident was a direct link between the use of skills and knowledge in the classroom and changes in student performance. The relationship was more apparent in major programs in which most or all teachers in a school participated, such as a new classroom management program. Some evidence was available in many schools that the administrators and the SIP planning teams used these results to inform the planning process for the following year. This is an area in which considerably more effort will need to be expended to ensure that all districts are implementing the school level evaluation standards.



District Level Evaluation (Average Rating – 2.91)

The standards for evaluating professional development systems at the district level examine four basic questions: 1) did teachers participate in and complete the planned professional development? (**Standard 3.4.1**); 2) did teachers use the skills and techniques learned when back in the classroom? (**Standard 3.4.2**); 3) what changes or improvements in students resulted from the new approaches? (**Standard 3.4.3**); and 4) were the assessments or measures used to verify the change appropriate? (**Standard 3.4.4**). **Standard 3.4.5** addresses the use of the results from the evaluation in an ongoing continuous improvement planning and action cycle. Overall, considerable variation was noted in the extent to which districts conducted evaluations of professional development programs or activities. Some excellent examples were noted of districts with systematic 5-year plans for evaluating all units and major programs in the district in which evaluation of professional development was part of the larger evaluation. These districts presented formal reports with process and student achievement data. Other districts conducted formal evaluations of major grant programs such as Title I, technology grants, and reading programs. The evaluations for some programs are conducted by consortia or by the granting source. All of these evaluations fed into plans for the next year in determining further professional development needs. More frequently, however, districts conduct analyses of student test scores at the end of the year and examine major programs that may have impacted these test scores without a direct link to the teachers who actually participated or any checks to see if the teachers were using the new skills and knowledge in their classrooms. Some districts did not even know about or use the state data (reported from the districts) that counts the numbers of participants by content areas for each district. This is an area in which considerably more effort will need to be expended to ensure that all districts are implementing the district level evaluation standards.

Action Research (Faculty Only - Average Rating – 1.43). This faculty level standard received the lowest rating among the 66 standards. Few teachers have conducted action research, and most teachers are not aware of the term or how to do it. Although Action Research is a commendable and valuable method for increasing teacher knowledge, this standard is unlikely to improve without the expenditure of considerable resources that may be far beyond the benefit from the activities involved.

Expenditures (Average Rating – School 2.12, District 2.70). The 2000 Legislature required that districts track professional development fund expenditures by the content areas specified in the law. The current function and object codes used by the Department do not provide for the categories required in the law. Some districts generated their own computer systems for tracking the funds, while other districts and schools hand-calculated the expenditures. Many schools and districts do not conduct this laborious, time-consuming exercise.



Student Gains (District Only - Average Rating – 3.19). To address the requirement that the professional development system evaluation protocol relate effectiveness of professional development to student achievement increases, the system used two different systems. For the First Cycle, a weighted average of all of the school grades in a district was calculated. For the Second Cycle, the system used the district grade calculated by the Department that was based on the number of school grade points earned by all schools in the district. The calculation took into account the total number of students enrolled at each graded school in order to properly represent the notion of student gains. A correlational analysis was conducted between performance on this standard and performance on all other standards combined. The analysis demonstrated a moderate positive relationship (.31 for the First Cycle and .33 for the Second Cycle) between ratings on student achievement increases and district level ratings, significant at the .01 level. The analysis demonstrated a positive relationship (.33) between ratings on student achievement increases and ratings on all other standards, significant at the $p < .01$ level. In other words, **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.** The increase in the correlation from the First Cycle to the Second Cycle demonstrates that the **relationship between high district level performance on the professional development standards and high levels of student achievement is continuing over time and increasing with the application of the standards by districts.**

Overall Impact. Some overall impacts were noted from the Protocol System over the first two cycles, as described below.

- 1. Many districts have incorporated the standards into their organization/structure.** Districts are using the 66 standards and the rationales for the standards in their planning and operations. Some districts have used the standards to generate checklists for professional developers and to provide quality control over all planned professional development.
- 2. The system provided a common language.** Conceptually, many discussions and planning sessions center now on the four strands of Planning, Delivery, Follow-up, and Evaluation. Common language is more apparent now for concepts and practices such as learning strategies, learning communities, and action research.
- 3. 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.
- 4. Reviewers learn from other districts.** District professional development staff 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 development systems in their own districts.

5. **Some districts conduct self-studies.** Some districts have used the Department's self-study methods to review their professional development systems and encourage principals and trainers to adhere to the standards.

Conclusions

The Department has generated and implemented the Florida Professional Development System Evaluation Protocol in accordance with Florida Statute s. 1012.98. The Professional Development System Evaluation Protocol is based on a set of 66 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 the *National Staff Development Council (NSDC)* entitled *Standards for Staff Development*. The First Cycle of reviews for all 67 Florida districts was completed in the spring of 2006. The Second Cycle of reviews was completed in the 2008-09 school year.

Overall conclusions from the analyses of the First and Second Cycles 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 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.
3. **School districts demonstrated improvements in the Second Cycle in implementing the standards over the First Cycle.** The overall average across all standards for the First Cycle was **2.97**, and for the Second Cycle was **3.18**, on the 4-point rating scale (1=Unacceptable, 4=Excellent). These averages were above the midpoint of 2.5 on the rating scale.
4. **Most school districts are currently implementing most standards related to Planning and Delivery of professional development at the "good" or "excellent" level.** Averages for all strands and levels were above 3.0, a rating of "good." The average for the district standards in Planning and Delivery was above

- 3.5, a rating of “excellent.” In the Second Cycle, all except 3 of the 67 districts received an average rating of over 2.5 across all standards reviewed.
5. **Districts improved their adherence to the standards in all four strands (Planning, Delivery, Follow-up, and Evaluation) and three levels (District, School, and Faculty) of standards.** Every comparison of the Second Cycle averages demonstrated improvements over the previous performance levels in the First Cycle for the strand and level.
 6. **The most dramatic improvements were noted in the district level standards.** Two of the four strands at the district level (**Follow-up and Evaluation**) increased by almost one-half rating point in the 4-point scale, a remarkable change in the three-to-four years since the previous review.
 7. **The highest ratings were noted in the Planning and Delivery Strands across all three levels.** All of the highest average ratings were from the Planning and Delivery Strands of standards. All Planning and Delivery standards received average ratings above 3.0. The areas receiving the highest ratings included **coordinated records** at all three levels, the standards at the district and school level on **content** reflecting a strong emphasis in professional development on the content areas specified in law, standards addressing the role of professional development in building **district leadership** and “**growing the organization,**” the **relevance of professional development** to school student achievement objectives and the professional needs of teachers, the processes used by districts in **determining professional development needs** of teachers, the **use of technology** in delivering professional development, and the delivery of professional development through **learning strategies** that employ methods appropriate for adults such as demonstrations and practice.
 8. **More than 200 district, consortia, and university staff participated in these reviews.** The process results in greater understanding of and adherence to the standards by all participants.
 9. **Many districts have incorporated the standards into their organization/structure.** Districts are using the 66 standards and the rationales for the standards in their planning and operations. Some districts have used the standards to generate checklists for professional developers and to provide quality control over all planned professional development.
 10. **The system provided a common language.** Conceptually, many discussions and planning sessions center now on the four strands of Planning, Delivery, Follow-up, and Evaluation. Common language is more apparent now for concepts and practices such as learning strategies, learning communities, and action research.
 11. **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.
 12. **Reviewers learn from other districts.** District professional development staff 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 development systems in their own districts.



- 13. Some districts conduct self-studies.** Some districts have used the Department's self-study methods to review their professional development systems and encourage principals and trainers to adhere to the standards.
- 14. Districts need continued improvement in evaluating the impact of professional development.** The average rating for the Evaluation Strand was the lowest for the four strands.
- 15. Districts need continued improvement in providing follow-up support to professional development.** The lowest rating was in Faculty Level Follow-up, and the Follow-up Strand was the second lowest of the four strands.
- 16. Districts continue to need to make improvements in the areas of Action Research, Web-based Resources and Assistance at the faculty and school levels, establishing and maintaining Learning Communities at the faculty level, providing meaningful Coaching and Mentoring, and documenting professional development expenditures at the school level.** These were the six lowest rated standards in the Second Cycle Five of these standards were also in the six lowest rated standards in the First Cycle.

Overall, these results demonstrate that districts have benefited from the review system through increased adherence to Florida's Professional Development System Evaluation Protocol Standards. District staff have become more aware of and understand better how to design, implement, and maintain quality professional development systems that encourage all teachers to maximize their effectiveness in teaching students. Other benefits of the program are the sharing of practices throughout the state and self-reviews by district staff of the quality of their own professional development systems.



Appendix A

Schedule of Site Visits by District



*Florida Department of Education
Professional Development System Evaluation Protocol
Second Cycle Technical Report, 2006-2009*

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



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Schedule of Site Visits by District (cont.)		
Madison	October 2005	May 2008
Manatee	May 2006	May 2009
Marion	April 2005	April 2008
Martin	December 2005	May 2009
Miami-Dade	May 2005	April 2009
Monroe	October 2004	October 2006
Nassau	December 2003	April 2007
Okaloosa	May 2005	April 2008
Okeechobee	October 2003	April 2007
Orange	April 2005	October 2007
Osceola	October 2004	November 2007
Palm Beach	November 2003	April 2007
Pasco	April 2005	December 2007
Pinellas	April 2004	April 2007
Polk	October 2004	April 2007
Putnam	October 2005	October 2008
Santa Rosa	November 2004	December 2007
Sarasota	October 2005	May 2009
Seminole	December 2005	November 2008
St. Johns	March 2006	May 2009
St. Lucie	December 2003	April 2007
Sumter	April 2003	November 2006
Suwannee	April 2005	May 2008
Taylor	November 2004	October 2007
Union	November 2004	May 2008
Volusia	April 2006	April 2009
Wakulla	November 2005	March 2009
Walton	April 2003	January 2007
Washington	April 2006	May 2009
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: District, School, Faculty Levels for Second Cycle



Professional Development Protocol Standards Matrix: District, School, Faculty Levels for Second Cycle – 2006-09					
District	Rating	School	Rating	Faculty	Rating
3.1.1. District Needs Assessment	3.67	2.1.1. School Needs Assessment	3.56	1.1.1. Individual Needs Assessment	3.37
		2.1.2 Reviewing Professional Development Plans	3.35	1.1.2. Administrator Review	3.33
		2.1.3 Reviewing Annual Performance Appraisal Data	3.19	1.1.3. Priority of Needs	3.27
		2.1.4. Coordinating with SIP	3.55	1.1.4. Individual Professional Dev. Plan	2.88
3.1.2. Generating a District-wide Professional Development System	3.33	2.1.5. Generating a School-wide Professional Development System	3.14		
3.1.3. Content	3.96	2.1.6. Content	3.60	1.1.5. Content	3.40
3.1.4. Trainers	3.33				
		2.1.7. Learning Communities	2.70	1.1.6. Learning Communities	2.37
3.2.1. Relevance of Prof. Develop.	3.76	2.2.1. Relevance of Prof. Develop.	3.56	1.2.1. Relevance of Prof. Develop.	3.36
3.2.2. Learning Strategies	3.58	2.2.2. Learning Strategies	3.49	1.2.2. Learning Strategies	3.35
3.2.3. Sustained Training	3.51	2.2.3. Sustained Training	3.24	1.2.3. Sustained Training	2.97
3.2.4. Use of Technology	3.61	2.2.4. Use of Technology	3.17	1.2.4. Use of Technology	3.07
3.2.5. Time Resources:	3.21	2.2.5. Time Resources	3.45	1.2.5. Time Resources	3.38
3.2.6. Dollar Resources	3.37	2.2.6. Dollar Resources	2.97		
3.2.7. Coordinated Records	3.81	2.2.7. Coordinated Records	3.84	1.2.6. Coordinated Records	3.82
3.2.8. Leadership	3.78				
3.2.9. Growing the Organization	3.58				
3.3.1. Transfer to Students	3.27	2.3.1. Transfer to Students	3.30	1.3.1. Transfer to Students	3.33
3.3.2. Coaching and Mentoring	3.15	2.3.2. Coaching and Mentoring	2.86	1.3.2. Coaching and Mentoring	2.46
3.3.3. Web-based Resources and Assistance	2.87	2.3.3. Web-based Resources and Assistance	2.48	1.3.3. Web-based Resources and Assistance	2.35
3.3.4. Follow-up Coordination	3.12				
3.4.1. Implementing the System	3.18	2.4.1. Implementing the System	3.01	1.4.1. Implementing the Plan	3.21
3.4.2. Transfer into Classroom	2.72				
3.4.3. Student Changes	2.73	2.4.2. Student Changes	2.87	1.4.2. Student Changes	2.99
3.4.4. Evaluation Methods	2.87	2.4.3. Evaluation Methods	3.02	1.4.3. Evaluation Methods	3.11
				1.4.4. Action Research	1.43
3.4.5. Use of Results	2.99	2.4.4. Use of Results	2.86	1.4.5. Use of Results	2.88
3.4.6. Expenditures	2.70	2.4.5. Expenditures	2.12		
3.4.7. Student Gains	3.19				