

Florida Department of Education

Professional Development System Evaluation Protocol

**Protocol System
Second Cycle
2006-2009**



**Bureau of Educator Recruitment, Development and Retention
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Florida Department of Education Professional Development System Evaluation Protocol Protocol System

Introduction

Through a series of legislative acts in the late 1990s and early part of the 21st century, the Florida Legislature required the Department of Education to develop a system for evaluating the quality of district professional development 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. Presently, the Department has concluded reviews of all 67 school districts and four university research schools, and is embarking in the 2006-07 school year on the second cycle of district reviews. This document contains revised specifications for the Professional Development System Evaluation Protocol for the second cycle and incorporates revisions based on the initial implementation across the state.

Purposes and Components of the Professional Development System Evaluation Protocol

State law specifies that **“The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council.”** (s. 1012.98 (1) F.S.). 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.
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.

Components of the Professional Development System Evaluation Protocol include:

- ◆ A set of 67 standards reflecting legal requirements and research-based professional development practices.
- ◆ Requirements directly linking professional development with achievement levels of the students of participating teachers.
- ◆ Site visits to school districts using teams of trained experts in professional development.
- ◆ Methods for the department to use to identify best practices occurring when the review of the data indicates progress.
- ◆ Methods for the department to use to investigate the causes of lack of progress when the review of the data indicates a lack of progress.
- ◆ Technical assistance for districts to use in improving their professional development systems.
- ◆ Formats and timeframes for the department to report annually to the State Board of Education and the Legislature the progress across all school districts visited.

Overview of the System

The Professional Development System Evaluation Protocol is based on a set of standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida's laws. Most legal requirements for professional development in Florida's schools are specified in **s. 1012.98 – School Community Professional Development Act, F.S.** This law states in part:

- (1) The Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations in this state shall work collaboratively to establish a coordinated system of professional development. The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council.
- (2) The school community includes students and parents, administrative personnel, managers, instructional personnel, support personnel, members of district school boards, members of school advisory councils, business partners, and personnel that provide health and social services to students.

- (3) The activities designed to implement this section must:
- (a) Support and increase the success of educators through collaboratively developed school improvement plans that focus on:
 - 1. Enhanced and differentiated instructional strategies to engage students in rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;
 - 2. Increased opportunities to provide meaningful relationships between teachers and all students; and
 - 3. Increased opportunities for professional collaboration among and between teachers, guidance counselors, instructional leaders, postsecondary educators engaged in preservice training for new teachers, and the workforce community.
 - (b) Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and to participate as active learners and that prepare students for success at subsequent educational levels and the workforce.
 - (c) Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

Additional sections (s. 1012.98 (4) (b) F.S.) state:

Each school district shall develop a professional development system as specified in subsection (3). The system shall be developed in consultation with teachers, teacher-educators of community colleges and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional development system must:

- 1. Be approved by the department. All substantial revisions to the system shall be submitted to the department for review for continued approval.
- 2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional development system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.
- 3. Provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom

technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

4. Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The master plan shall be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice plan must be aligned to and support the school-based inservice plans and school improvement plans pursuant to s. 1001.42(16). District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually.

5. Require each school principal to establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to 1001.42(16). The individual professional development plan must:

- a. Be related to specific performance data for the students to whom the teacher is assigned.
- b. Define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity.
- c. Include an evaluation component that determines the effectiveness of the professional development plan.

The Florida Protocol 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*. (See Appendix A and located on the web at <http://www.nsd.org/standards/index.cfm>.) An analysis depicting the relationship of the NSDC standards and the standards for Florida's Professional Development System Evaluation Protocol is displayed in Appendix B.

The Professional Development System Evaluation Protocol is designed for use by:

- ◆ The Department through site visits to districts to form state-wide conclusions on the quality of professional development in the state.
- ◆ District staff through site visits to schools to form district-wide conclusions on the quality of professional development in the district.
- ◆ School staff and School Advisory Councils as a self-check on the quality of professional development in the school.

The Florida Protocol standards form the basis for a checklist used by reviewers to judge the quality of the professional development system at each level. Sampling of districts and schools is employed to reduce the cost and time needed to form state-level and district-level conclusions. Descriptions of the sampling process are contained in later sections of this document.

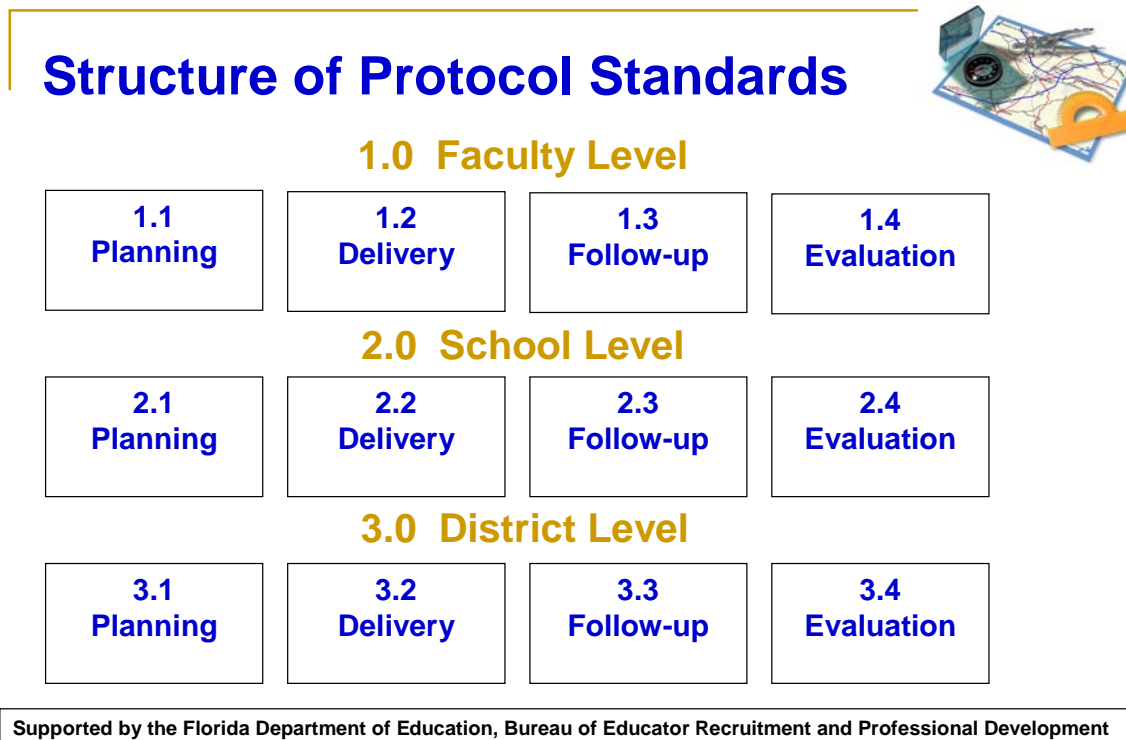
The standards reflect three levels of the Professional Development System and four strands incorporated into each level as follows:

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

Figure 1 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.

Although districts are responsible for creating and implementing a district professional development system, faculty in the public schools are the participants in the professional development and are the ones who in turn use the skills and knowledge gained in their everyday teaching. Much of the planning and implementation of professional development occurs at the school level. A comprehensive review of the quality of district professional development systems must encompass the perspective of teachers and school administrators as well as district coordinators and directors. The Protocol System incorporates input from all three levels in making judgments about the overall district professional development system: faculty, school, and district.

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?

Protocol Standards – Second Cycle

The protocol standards were updated for the second cycle to reflect current law, with minor wording changes. The second cycle standards are listed below.

1. FACULTY LEVEL

1.1. Planning

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

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

1.1.3. Priority of Needs: First priority in determining professional development is given to needs identified through disaggregated classroom-level student achievement data.

1.1.4. Individual Professional Development Plan: The Individual Professional Development Plan (IPDP) is directly related to specific student performance data for those areas to which the teacher is assigned, contains clearly defined training objectives, specifies measurable improvement in student performance resulting from the training activity, and includes an evaluation component documenting the expected student performance gains.

1.1.5. Content: Training activities in the plan focus primarily on the content areas specified in s. 1012.98 F.S.

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.

1.2. Delivery

1.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the objectives specified in the IPDP.

1.2.2. 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.

1.2.3. Sustained Training: Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the faculty member.

1.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.

1.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.

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.

1.3. Follow-up

1.3.1. Transfer to Students: The faculty member uses the knowledge and skills learned in training to instruct students in the classroom.

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.

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.

1.4. Evaluation

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

1.4.2. Student Changes: The faculty member documents the professional development accessed contributed to expected student performance gains.

1.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, and checklists of student performance when appropriate.

1.4.4. Action Research: Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.

1.4.5. Use of Results: The faculty member uses the results of the IPDP evaluation as part of the needs assessment process for the next school year's IPDP development and to eliminate ineffective programs and strategies and expand effective ones.

2. SCHOOL LEVEL

2.1. Planning

- 2.1.1. School Needs Assessment:** The school conducts an annual needs assessment that includes a classroom-by-classroom analysis of disaggregated student achievement data by content area and skills and surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.
- 2.1.2. Reviewing Professional Development Plans:** The school administrator determines the extent to which each training activity on each IPDP for the previous year accomplished the student performance gains that were predicted to result from the training activity, and identifies any unmet needs or undelivered training.
- 2.1.3. Reviewing Annual Performance Appraisal Data:** The school administrator reviews the results from annual performance appraisals of faculty and uses these results in determining professional development for individual faculty members and the school.
- 2.1.4. Coordinating with School Improvement Plan:** The planning process for school-level professional development is conducted in conjunction with and considers needs, goals, and objectives identified in the School Improvement Plan to meet Goal 3, including training needed for school-wide or content area changes and improvements.
- 2.1.5. Generating a School-wide Professional Development System:** As part of the School Improvement Plan, the school administrator and School Advisory Council generate a school-wide Professional Development System comprised of scientific research-based professional development that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and school and district strategic planning.
- 2.1.6. Content:** Training activities in the plan focus primarily on the content areas specified in s. 1012.98 F.S.
- 2.1.7. Learning Communities:** The school organizes adults into learning communities whose goals are aligned with those of the school and district.

2.2. Delivery

- 2.2.1. Relevance of Professional Development:** The training objectives of the delivered training reflect directly the objectives specified in the school's Professional Development System.
- 2.2.2. 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.
- 2.2.3. Sustained Training:** Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.
- 2.2.4. Use of Technology:** Training is delivered through a variety of technologies that support individual learning.
- 2.2.5. Time Resources:** Sufficient time resources are available to implement the planned professional development.
- 2.2.6. Dollar Resources:** Sufficient dollar resources are available to implement the planned professional development.
- 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.

2.3. Follow-up

- 2.3.1. Transfer to Students:** The participants use the knowledge and skills learned in training to instruct students in the classroom.
- 2.3.2. Coaching and Mentoring:** The trainers or others provide support and assistance through coaching and mentoring to the participants 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..
- 2.3.3. 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.

2.4. Evaluation

- 2.4.1. Implementing the System:** The school conducts an evaluation that documents that the school-wide Professional Development System was implemented as written or revised and that faculty members applied the newly learned knowledge and skills in the classroom.
- 2.4.2. Student Changes:** The evaluation documents that the professional development accessed contributed to expected student performance gains.
- 2.4.3. Evaluation Methods:** Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, action research, and checklists of student performance when appropriate.
- 2.4.4. Use of Results:** The school administrator and School Advisory Council use the results of the school-level evaluation as part of the needs assessment process for the next school year's professional development planning process and to eliminate ineffective programs and strategies and expand effective ones.
- 2.4.5. Expenditures:** The school administrator documents the total expenditure of resources by category for professional development and is in compliance with statute 1012.98 and any proviso language governing the state supported professional development activities.

3. DISTRICT LEVEL

3.1. Planning

- 3.1.1. District Needs Assessment:** The district conducts an annual needs assessment that includes a school-by-school analysis of disaggregated student achievement data by content area and skills, surveys or, other methods of collecting data from faculty and staff on areas of need for professional development.
- 3.1.2. Generating a District-wide Professional Development System:** Based on the needs assessment, the district generates a district-wide Professional Development System comprised of scientific research-based professional development that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning.
- 3.1.3. Content:** Training activities in the plan focus primarily on the content areas specified in s. 1012.98 F.S.
- 3.1.4. Trainers:** The district's professional development system includes processes to disseminate knowledge of the NSDC and Florida professional development standards through skilled trainers and/or principals.

3.2. Delivery

- 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.
- 3.2.2. 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.
- 3.2.3. Sustained Training:** Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.
- 3.2.4. Use of Technology:** Training is delivered through a variety of technologies that support individual learning.
- 3.2.5. Time Resources:** Sufficient time resources are available to implement the planned professional development.
- 3.2.6. Dollar Resources:** Sufficient dollar resources are available to implement the planned professional development.
- 3.2.7. Coordinated Records:** The district maintains up-to-date records for all professional development including certification and inservice points that is easily accessible by school faculty and administrators.
- 3.2.8. Leadership:** The district recognizes and supports professional development as a key strategy for supporting significant improvements.
- 3.2.9. Growing the Organization:** The district seeks out and fosters professional development and promotion for employees with potential.

3.3. Follow-up

- 3.3.1. Transfer to Students:** The district documents systematically the extent to which participants use the knowledge and skills learned in training to instruct students in the classroom.
- 3.3.2. Coaching and Mentoring:** The district incorporates into training coaching and mentoring activities for participants 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.
- 3.3.3. 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.
- 3.3.4. Follow-up Coordination:** The district coordinates the follow-up services provided across multiple schools receiving training.

3.4. Evaluation

- 3.4.1. Implementing the System:** The district conducts a formal evaluation of professional development that documents the extent to which planned professional development was implemented, and information on the extent of participation across schools and subgroups.
- 3.4.2. Transfer into Classroom:** At least 10% of the professional development conducted throughout the district will include a formal evaluation documenting that faculty members applied the newly learned knowledge and skills in the classroom.
- 3.4.3. Student Changes:** The evaluation documents that the professional development accessed contributed to expected student performance gains.
- 3.4.4. Evaluation Methods:** Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, action research, and checklists of student performance when appropriate.
- 3.4.5. Use of Results:** The district uses the results of the district-level evaluation as part of the needs assessment process for the next school year's district professional development planning process and to eliminate ineffective programs and strategies and expand effective ones.
- 3.4.6. Expenditures:** The district documents the total expenditure of resources by category for professional development and is in compliance with s. 1012.98 F.S. and any proviso language governing the state supported professional development activities.
- 3.4.7. Student Gains:** The district demonstrates an overall increase in student achievement as measured by the Department's school grading system.

Cross-Level Threads

The standards were generated in an organization that provides for multiple levels of review for many aspects of the district's professional development system. Table 1 presents these cross-level connections among the standards.

Table 1*			
Cross-Level Connections			
PLANNING	Standard Numbers by Level		
	Faculty	School	District
Needs Assessment	1.1.1	2.1.1	3.1.1
Administrator Review	1.1.2	2.1.2	X
Generating Professional Development Plans	1.1.4	2.1.5	3.1.2
Content	1.1.5	2.1.6	3.1.3
Learning Communities	1.1.6	2.1.7	X
DELIVERY			
Relevance of Professional Development	1.2.1	2.2.1	3.2.1
Learning Strategies	1.2.2	2.2.2	3.2.2
Sustained Training	1.2.3	2.2.3	3.2.3
Use of Technology	1.2.4	2.2.4	3.2.4
Time Resources	1.2.5	2.2.5	3.2.5
Dollar Resources	X	2.2.6	3.2.6
FOLLOW-UP			
Transfer to Students	1.3.1	2.3.1	3.3.1
Coaching and Mentoring	1.3.2	2.3.2	3.3.2
Web-based Resources and Assistance	1.3.3	2.3.3	3.3.3
EVALUATION			
Implementation	1.4.1	2.4.1	3.4.1
Student Changes	1.4.2	2.4.2	3.4.3
Evaluation Methods	1.4.3	2.4.3	3.4.4
Use of Results	1.4.5	2.4.4	3.4.5
Expenditures	X	2.4.5	3.4.6

*Includes only standards that appear in more than one level.

Checklist and Judgment Scale

The standards listed above form the basis for a checklist used by reviewers to judge the quality of the professional development system for each school district. Appendix C contains the *Florida Professional Development System Evaluation Checklist - Second Cycle*. The generic rating scale employed on the checklist is a 4-point rating scale, as displayed in Table 2.

Table 2 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)

At the faculty and school levels, after reviewing results from all data collection the reviewer assigns one overall rating to each standard for the school. Faculty and school results are summarized across all schools visited and averaged to form a district rating for the faculty and school levels. These results are presented to one decimal point (e.g., 2.1 or 3.4). District results are finalized after reviewing the faculty and school results, with one whole number rating applied to each district standard. Results from school visits are maintained only as working papers and used only for the purpose of generating the ratings by standard for the district. The intent of the Protocol System is to form judgments about the overall district's professional development system and adherence to the standards.

District Site Visits

The Department conducts onsite visits to school districts to apply the Professional Development System Evaluation Protocol. Site visits include:

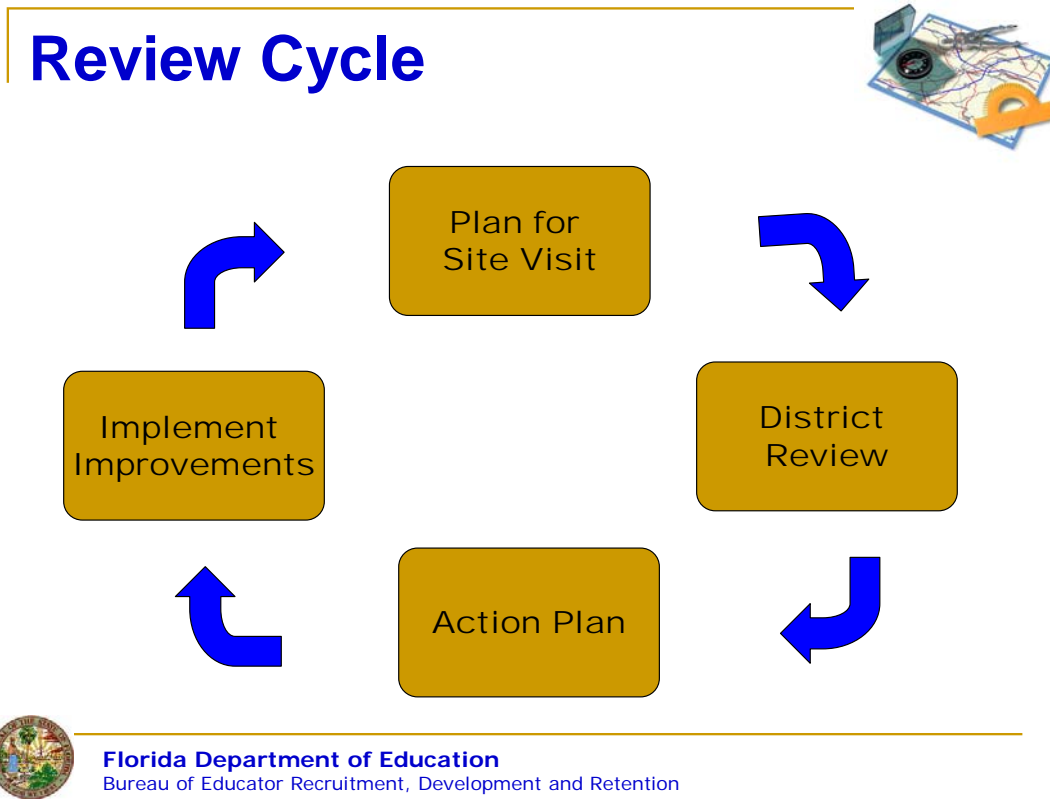
- A. Interviews with district-level staff including the directors of staff development, curriculum and instruction, and testing/assessment as appropriate.
- B. Reviews of documents depicting and supporting the district's Professional Development System including the ways in which these items are incorporated 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, budget and 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 are conducted by teams of reviewers for 3-5 days with reviewers, including remaining onsite for a half-day to complete the reports. Fulfilling the legislative requirements for collaborative development and implementation, reviewers include staff from the Department of Education, professional development staff from other school districts, staff from regional consortia, and qualified university and community college faculty who do not have a working relationship with the district under review. Note that the site visits do not require districts or schools to collect additional data or administer surveys of participants in their professional development system. Information is gathered by the site review teams through interviews and reviews of existing documents at all three levels of the professional development system.

Review Cycle and Logistics

Given the limited human and fiscal resources available for conducting district reviews using the Professional Development System Evaluation Protocol, the Department employs a three-year cycle to ensure every school district is reviewed on a timely basis. Figure 1 presents a graphic of the review cycle. Purposeful sampling is used to determine the selection of districts, the order in which these reviews are conducted, the number of districts to visit each year, and the number of schools selected within the district.

Figure 1



The system is designed to deploy teams of two reviewers to each of the selected schools and the district office for a whole day. Teams typically arrive in the district in the afternoon of the first day for an introduction to the district, and stay a day at the end of the review to draft the report. Larger districts require larger teams of reviewers and larger numbers of schools visited. Table 3 presents examples of the relationship between the size of the district, the selection of the schools for the site visits, and the size of the team and visit length.

District Size	Number of Schools Selected	Team Size/Visit Length
Small	3-4	4 reviewers/4 days
Medium	6-9	6-8 reviewers/4 days
Large	10 or more	8-20 reviewers/5 days

The selection of districts for site visits includes a balance between small, medium, and large districts and geographical distribution across the state for each year. Reviews are conducted in the fall and spring of each year, but avoid as much as possible the month prior to FCAT testing. To the extent possible, the review schedule is coordinated with other state offices and with districts to avoid conflicts.

Reviewer Qualifications and Selection Process

Reviews are coordinated by staff members of the Bureau of Educator Recruitment, Development and Retention or staff contracted for this purpose. Reviewers for the Protocol System are drawn from the following sources:

- Department of Education staff (including affiliate offices such as FDLRS)
- District professional development staff
- Institutions of Higher Education (IHE) with approved programs for teacher education
- Regional consortia such as the Crown Consortium, Heartland Educational Consortium (HEC), Northeast Florida Educational Consortium (NEFEC), and Panhandle Area Educational Consortium (PAEC)

Qualifications for reviewers are:

- Active or retired staff member of one of the organizations listed above
- 5 years or more in administrative positions in Florida education systems
- 2 years or more experience in planning, conducting, and/or administering professional development programs at a district or regional level

Awareness and Preparation

District Staff. The Department conducts ongoing awareness and preparation sessions on the *Florida Professional Development System Evaluation Protocol* for district staff. These sessions target district staff responsible for professional development with a “train-the-trainer model” district staff may use with their principals and school professional development contacts. Content of the sessions addresses the standards, uses of the protocol, and recommended preparation for site visits.

Reviewers. The Department conducts semi-annual Reviewer Preparation Sessions on the *Florida Professional Development System Evaluation Protocol* for reviewers who have made a commitment to conducting site visits. No reviewer will be allowed to conduct a site visit without participating in the training. The 2-day reviewer preparation system includes a review and explication of the standards and protocol, procedures for site visits, examples and directions on forming judgments, examples and directions on generating reports, and do’s and don’ts of district/school visits. The Reviewer Preparation Sessions are conducted in 2-day face-to-face sessions as needed to provide a pool of trained reviewers ready to conduct reviews in the Protocol System. A *Reviewer’s Guide* is available and used during the reviewer preparation sessions to increase the consistency of judgments formed by reviewers. To the extent possible and applicable, the skills-based Reviewer Preparation Sessions were designed using the Professional Development System Evaluation Protocol standards to demonstrate to reviewers the application of the standards. Thus, using Standard 1.2.2, the learning strategies employed apply knowledge of human learning and change including modeling effective review practices as well as role-playing the skills, practice, and feedback.

Documentation and Data Analysis

The previously listed 4-point rating scale is used by the school review team to generate ratings for each Faculty and School Standard for each school visited. The entire team gathers to document Faculty and School Standard ratings across all schools visited in the district. Triangulation is used extensively to ensure that the report presents a balanced perspective. Appendix D contains the Team Summary Report Format used by review teams in generating cross-school analyses.

Ratings are averaged across schools to generate an overall district rating for each standard at each level. Thus, a district might receive a rating of 3.7 on standard 1.1.1 - Individual Needs Assessment; and 1.8 on 1.1.2 - Administrator Review. At the district level, only one whole number rating is provided that reflects the status of the district on each standard. Results from individual schools are used only as a representative sample of implementation in the entire district and not reported individually to the district.

The Department has developed a computer application that facilitates data collection and analysis. Reviewers use laptops to record notes and ratings. The Team Leader transfers the data from each school visit and the district review into a comprehensive master file. The application calculated averages across schools and by level of school when appropriate. Team members then draft sections of the report using laptops. Final edits may be conducted through the application or in a separate Word document that can be created.

Reporting and Action Planning

The Department generates a report for the district that documents the results of the site visit, areas of strength, and any areas in need of improvement. Numerical results are presented as a district rating for each standard at each level of the system. Appendix E contains an example of a completed District Report.

Districts are provided an opportunity to review the report for errors in fact prior to public release. These reports are then summarized across districts each year for a report to the Commissioner and Legislature documenting the quality of the professional development systems across the state. Current law specifies that “The department shall report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. This report must include the results of the department’s investigation and of any intervention provided.” (s. 1012.98 (7) F.S.)

Two cut scores are used to help interpret the results. Any standard receiving a rating of 3.5 or higher is identified as exemplary and is commended. These findings are summarized into a technical assistance document that helps other districts learn more about the ways they can improve implementation of that standard and is a searchable web-based data system available on the Department’s website.

For standards receiving a rating below 2.0, the district must generate an action plan describing to the state the ways in which implementation of the standard will be improved. The Department may send a team to review progress on the action plans as needed, depending on the degree of concern raised during the review and the responses of the district.

District and School Use

The Department encourages districts and schools to use the *Florida Professional Development System Evaluation Protocol* as one method for conducting a self-review of the quality of their professional development systems. Districts may choose to use a stratified purposeful sampling plan to select elementary, middle, and high schools representative of the district for limited site visits to review the status of professional development in their school systems. These reviews can be conducted informally by following procedures similar to those specified for the reviews conducted by the Department, or through other methods devised by the district. The document *District Self-Review System* is available online from the Department to assist districts in planning and conducting self-reviews using the standards.

Web-based Assistance

The Department maintains a web-based statewide performance support system at <http://www.firn.edu/doe/profdev/>. The site contains the documents for the Protocol System, the checklists used in a review, a database of exemplary professional development activities, a listing of available professional development resources and Protocol System training programs, and available assistance. The findings from exemplary practices noted in district reviews are summarized into a technical assistance document that helps other districts learn more about the ways they can improve implementation of that standard and is a searchable web-based data system available on the Department's website.

Action Plans for Improvement

If a district receives any ratings below 2.0, an Action Plan for Improvement must be submitted to the Department to address the steps to be taken to improve each standard. For standards receiving a rating below 2.0, the district must generate an action plan describing to the state the ways in which implementation of the standard will be improved. Action Plans must be submitted within 45 days following the receipt by the district of the formal letter to the Superintendent conveying the final report. The Action Plan format is located on the Department's website at:
<http://www.teachinflorida.com/teachertoolkit/StaffDevToolkit.asp>

District Preparation for a Review

The Protocol System is based on a continuous improvement model. Most districts will already have in place major portions of the standards. In preparation for the review, it is beneficial to review the standards, conduct a self-assessment, and organize the information available at the district level. Some districts use the numbering system for the standards to prepare for the reviews.

Various documents are reviewed as part of the evidence base for forming judgments in the *Florida Professional Development System Evaluation Protocol*. Below is a comprehensive list of the documents. The Checklists contain directions on which documents are needed for specific standards.

Prior to Visit

- District Professional Development Plan System documents
- School Report Card
- School Improvement Plan (if on website for the school)

1.0 Faculty Level

- Individual Professional Development Plans (IPDP) for 5 selected teachers (1.1.1 and following)
- Records of participation in professional development and inservice credit awarded for 5 selected teachers
- Action Research plans, reports or other documentation (1.4.4)

2.0 School Level

- ◆ Individual Professional Development Plans for all teachers for the last two years (2.1.1)
- ◆ School Improvement Plans for last two years
- ◆ School Plans for Professional Development
- ◆ Needs assessments for professional development
- ◆ Documentation of the use of disaggregated data for planning professional development
- ◆ Documentation of reviews and analyses of IPDPs across teachers by grade/subject area
- ◆ Calendars documenting professional development
- ◆ Course outlines for training delivered
- ◆ Calendars or other schedules maintained by principal/assistant principal showing meetings with teachers to review IPDPs
- ◆ Reports of evaluations of school-level professional development (2.4.1)
- ◆ End-of-year summaries of SIP progress and outcomes (2.4.4)

- ◆ Budgets and expenditure reports on professional development (2.4.5)

3.0 District Level

- ◆ District plans for professional development (3.1.1)
- ◆ Master inservice plan
- ◆ District K-12 Reading Plan
- ◆ District Technology Plan
- ◆ District strategic plans reflecting professional development initiatives
- ◆ Needs assessments for professional development
- ◆ Documentation of the use of disaggregated data for planning professional development
- ◆ Calendars documenting professional development offerings
- ◆ Course outlines for training delivered
- ◆ Records of training or dissemination memos related to NSDC and Florida Standards (3.1.4)
- ◆ Summaries and analyses of end-of-course evaluations
- ◆ Summaries and analyses of implementation of planned professional development
- ◆ Evaluations of professional development efforts in last two years (3.4.2)
- ◆ Budgets/expenditure reports on professional development (3.4.6)

Commonly Asked Questions

District staff development directors and others have asked many clarifying questions concerning the review site visit process. Some of these commonly posed questions and responses are:

1. What information can and cannot be given to districts? i.e. – question guides for reviewers, etc.

The Protocol System and the Reviewers Guide can be shared with districts, including the Checklist that contains the questions. Clearly, we do not, however, want districts to prime teachers to answer questions in a specific manner. Also, districts and schools should be aware that the reviewers have been instructed that the Checklist contains example questions. Reviewers have been encouraged to ask their own probing questions. Copies of all checklists, manuals and guides are available for downloading from the www.teachinflorida.com website. Select Professional Development from the main menu and follow the links to the Professional Developers Toolkit.

2. How do districts find out what the details, logistics, etc. are for the visit? What do they need to do to prepare for the visit - both for the review itself and for the travel and accommodations?

The Department will make the contacts with the districts and arrange the logistics for the team, with the assistance of the contractor. We would appreciate any suggestions on centrally located hotels/motels. To prepare for the visit, district staff should read the Protocol document, and alert the schools that they will be visited. Districts should also supply the master schedule and list of teachers for each school with directions on how to locate the school. The Department will make reservations at the hotel, and team members will be responsible for their own travel arrangements.

3. Does the district office need to prepare a workroom for the review team? Where? What needs to be in it?

The district should have a space available in each school for the team to meet and interview people. At the district office, on the day of the district review it would be helpful to have a conference room available for interviews. A list of documents is provided in the Reviewer's Guide.

4. Who sets up the meetings and interviews?

The Team Leader works with the district staff to organize the schedule of visits to schools and assigns reviewers to complete the schedule. The Team Leader will also select the teachers to interview within each school. The principal or designee will need to make the selected teachers available for interviewing. The interviews usually can be conducted during planning times, although some schools and districts opt for supplying a floating substitute to cover classes.

5. Who should be interviewed at the district level?

The district staff decides who is most appropriate for interviews at the district level. In general, these interviews should include the people in the district who have the most direct knowledge of the ways in which professional development programs are planned, delivered, and evaluated. In a large district, planning and delivery of professional development programs may be delegated to curriculum supervisors and evaluation may be handled by a separate evaluation department. These people may have valuable input for the review team. In a small district, these responsibilities may all be handled by the district professional development director, or perhaps by a professional development coordinating council. Some districts may have a strong working relationship with a consortium that provides extensive services in planning, delivering, and evaluating professional development, and a representative from the consortium may be a good person to include in the interviews. In all districts, schedule a separate 30 minute interview for the team with the person who supervises the professional development

director. Generate for the team a schedule with the names and positions of the individuals to be interviewed, allowing sufficient time in the schedule for the team to review the documents listed in the standards at the district level.

6. Will the Superintendents have an entry and exit interview/report?

If possible, the Superintendent and the director of professional development should be present on the first afternoon for an Introduction Meeting conducted by the Team Leader. An Exit Meeting will be held on the last day with the Team Leader, team members, director of professional development, and other staff as needed to clarify any remaining questions and responses. No results are presented at this time. The Superintendent does not need to be present at the Exit Meeting. After the final report has been drafted and reviewed by the Department, the Department Staff and contracted manager for the system will meet again with the district director of professional development to review questions about the final report.

7. Do reviewers need to be chauffeured to sites or travel on their own? Will reviewers need maps, contact names, phone numbers in getting them to their review sites?

Reviewers do not need to be chauffeured to sites. They will travel on their own. It would be helpful, however, to have directions provided to the schools and maps if the directions are tricky to follow. A list of school names, addresses, principal's name, and phone number for the entire visit would be helpful. The Team Leader will duplicate the list for reviewers and prepare packets for them.

8. What do reviewers want to see at the three site levels? What needs to be assembled prior to visit?

The Reviewers Guide contains a list of documents required for the standards. The reviewers do not need copies of the documentation, but have the information available for review. The most important pieces at the school level will be the individual professional development plans for the teachers selected for interviews (they should bring their plans to the interviews) and the School Improvement Plans (SIP).

9. Who decides the programs to be looked at? Can the district decide the programs? Can programs of only 3 days be reviewed?

The school-based reviews will be determined by the selection of teachers for interview. From the individual professional development plans of the five teachers selected, the team member will select one or two programs about which to ask detailed questions. For the entire school, the team members will ask the principal detailed questions about several of the professional development activities identified in the SIP. These programs may vary in length from a 2-hour session to extended numbers of days of professional development. At the district level, the team members will be looking for documentation

of formal evaluations of professional development as well as asking questions about any of the programs reviewed at the schools. There will be no selection of “10%” of the programs at the district level for review.

10. What is the definition of Staff Development?

NSDC has defined a staff development program as "planned, coherent, in-depth actions and support systems designed and implemented to develop educators' knowledge, attitudes, skills, aspirations and behaviors to improve student achievement." Please also refer to the section in Joellen Killion's book *Assessing Impact: Evaluating Staff Development* on defining professional development on pp. 18-20.

11. How soon will we know which schools will be selected and how soon will the principals know which teachers will be selected relative to the review dates for our county?

The Department's contractor will contact you concerning the selection of schools and the process that will be followed several weeks prior to the scheduled time of your district's site visit. Principals will not be informed which teachers are selected until the week prior to the visit.

12. Which IPDPs will be considered in the review process?

Reviewers are instructed to review both the current year and the previous year's IPDP.

13. Will the exit interview with the Superintendent identify individual school findings or will the findings be presented as a composite set of findings for the superintendent?

Neither the exit interview nor the reports delivered to the district will present findings for individual schools. Only an average across the schools visited for the faculty and school level standards will be displayed. The Exit Meeting does not present any findings but is intended to provide a final opportunity to ask questions and share clarifying information after the team has drafted the report.

Appendix A

National Staff Development Council (NSDC) Standards for Staff Development

NSDC Standards for Staff Development (Revised, 2001)

CONTEXT STANDARDS

Staff development that improves the learning of all students:

- ◆ **Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)**
 - ✓ In this school/district, small learning teams are a primary component of the staff development plan.
 - ✓ In this school/district, all teachers are part of ongoing, school-based learning teams that meet several times a week to plan instruction, examine student work, and/or solve problems.
 - ✓ In this school/district, school faculties and learning teams focus on school and district goals.

- ◆ **Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)**
 - ✓ In this school/district, collective bargaining agreements (teacher contracts), calendars, daily schedules, and incentive systems support staff development.
 - ✓ In this school/district, leaders recognize staff development as a key strategy for supporting significant improvements.
 - ✓ In this school/district, administrators and teacher leaders develop knowledge and skills necessary to be staff development leaders.

- ◆ **Requires resources to support adult learning and collaboration. (Resources)**
 - ✓ In this school/district, staff development occurs primarily during the school day.
 - ✓ In this school/district, at least 10 percent of the district's budget is dedicated to staff development.
 - ✓ In this school/district, 25 percent of an educator's workday is used for staff development.

PROCESS STANDARDS

Staff development that improves the learning of all students:

- ◆ **Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)**
 - ✓ In this school/district, data on student learning provide focus for staff development efforts.
 - ✓ In this school/district, teachers gather evidence of improvements in student learning in their classrooms to determine the effects of their staff development on their students.
 - ✓ In this school/district, data are disaggregated to ensure equitable treatment of all sub-groups of students.

- ◆ **Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)**
 - ✓ In this school/district, various types of evidence are used to improve the quality of staff development (formative evaluation).
 - ✓ In this school/district, various types of evidence are used to determine whether staff development achieved its intended outcomes (summative evaluation).
 - ✓ In this school/district, the evaluation of staff development consistently includes all of the following: data concerning knowledge gained by participants, level of implementation, and changes in student learning.

- ◆ **Prepares educators to apply research to decision making. (Research-Based)**
 - ✓ In this school/district, staff development prepares educators to be skillful users of educational research.
 - ✓ In this school/district, teams of teachers and administrators methodically study research before adopting improvement strategies.
 - ✓ In this school/district, pilot studies and action research are used when appropriate to test the effectiveness of new approaches when research is contradictory or does not exist.

- ◆ **Uses learning strategies appropriate to the intended goal. (Design)**
 - ✓ In this school/district, educators participate in a variety of learning strategies to achieve staff development goals.
 - ✓ In this school/district, technology supports educators' individual learning.
 - ✓ In this school/district, a variety of follow-up activities follow every major change initiative.

- ◆ **Applies knowledge about human learning and change. (Learning)**
 - ✓ In this school/district, staff development learning methods mirror, as closely as possible, the methods teachers are expected to use with their students.
 - ✓ In this school/district, staff development regularly offers opportunities to practice new skills and receive feedback on the performance of those skills.
 - ✓ In this school/district, staff development leaders gather and use information about individuals' concerns about staff development initiatives to design interventions and follow-up strategies.

- ◆ **Provides educators with the knowledge and skills to collaborate. (Collaboration)**
 - ✓ In this school/district, staff development prepares educators to be skillful members of various groups (for instance, school improvement committees, grade-level teams).
 - ✓ In this school/district, staff development provides educators with the skills necessary to surface and productively manage conflict.
 - ✓ In this school/district, staff development prepares educators to use technology to collaborate.

CONTENT STANDARDS

Staff development that improves the learning of all students:

- ◆ **Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)**
 - ✓ In this school/district, educators learn how to create schoolwide practices that convey respect for students, their families, and students' cultural backgrounds.
 - ✓ In this school/district, staff development prepares educators to establish learning environments that communicate high expectations for the academic achievement of all students.
 - ✓ In this school/district, educators learn how to adjust instruction and assessment to match the learning requirements of individual students.

- ◆ **Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)**
 - ✓ In this school/district, teachers have many opportunities to develop deep knowledge of their content.
 - ✓ In this school/district, staff development expands teachers' instructional methods appropriate to specific content areas.
 - ✓ In this school/district, staff development teaches classroom assessment skills that allow teachers to regularly monitor gains in student learning.

- ◆ **Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)**
 - ✓ In this school/district, staff development prepares leaders to build consensus among educators and community members concerning the overall mission and goals for staff development.
 - ✓ In this school/district, staff development prepares educators to create relationships with parents to support student learning.
 - ✓ In this school/district, technology is used to communicate with parents and the community.

Appendix B

Analysis Depicting the Relationship of the National Staff Development Council standards

and

Florida's Professional Development System Evaluation Protocol Standards

	workday is used for staff development.
	<p><u>PROCESS STANDARDS</u></p> <p>Staff development that improves the learning of all students:</p>
1.1.1 1.4.2 1.4.3 2.1.1 2.1.5 2.4.2 3.1.1 3.1.2	<ul style="list-style-type: none"> ◆ Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven) <ul style="list-style-type: none"> ✓ In this school/district, data on student learning provide focus for staff development efforts. ✓ In this school/district, teachers gather evidence of improvements in student learning in their classrooms to determine the effects of their staff development on their students. ✓ In this school/district, data are disaggregated to ensure equitable treatment of all sub-groups of students.
1.4.2 1.4.3 1.4.4 1.4.5 2.4.2 2.4.3 2.4.4 3.4.2 3.4.3 3.4.4	<ul style="list-style-type: none"> ◆ Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation) <ul style="list-style-type: none"> ✓ In this school/district, various types of evidence are used to improve the quality of staff development (formative evaluation). ✓ In this school/district, various types of evidence are used to determine whether staff development achieved its intended outcomes (summative evaluation). ✓ In this school/district, the evaluation of staff development consistently includes all of the following: data concerning knowledge gained by participants, level of implementation, and changes in student learning.
1.4.4 1.4.5 2.4.4 3.4.4	<ul style="list-style-type: none"> ◆ Prepares educators to apply research to decision making. (Research-Based) <ul style="list-style-type: none"> ✓ In this school/district, staff development prepares educators to be skillful users of educational research. ✓ In this school/district, teams of teachers and administrators methodically study research before adopting improvement strategies. ✓ In this school/district, pilot studies and action research are used when appropriate to test the effectiveness of new approaches when research is contradictory or does not exist.

<p>1.2.1 1.2.2 1.2.3 1.2.4 1.3.2 1.3.3 2.2.1 2.2.2 2.2.3 2.2.4 2.3.2 2.3.3 3.2.1 3.2.2 3.2.3 3.2.4</p>	<ul style="list-style-type: none"> ◆ Uses learning strategies appropriate to the intended goal. (Design) <ul style="list-style-type: none"> ✓ In this school/district, educators participate in a variety of learning strategies to achieve staff development goals. ✓ In this school/district, technology supports educators' individual learning. ✓ In this school/district, a variety of follow-up activities follow every major change initiative. ◆ Applies knowledge about human learning and change. (Learning) <ul style="list-style-type: none"> ✓ In this school/district, staff development learning methods mirror, as closely as possible, the methods teachers are expected to use with their students. ✓ In this school/district, staff development regularly offers opportunities to practice new skills and receive feedback on the performance of those skills. ✓ In this school/district, staff development leaders gather and use information about individuals' concerns about staff development initiatives to design interventions and follow-up strategies. ◆ Provides educators with the knowledge and skills to collaborate. (Collaboration) <ul style="list-style-type: none"> ✓ In this school/district, staff development prepares educators to be skillful members of various groups (for instance, school improvement committees, grade-level teams). ✓ In this school/district, staff development provides educators with the skills necessary to surface and productively manage conflict. ✓ In this school/district, staff development prepares educators to use technology to collaborate.
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<p>1.1.5 2.1.6 3.1.3</p> <p>1.1.5 2.1.6 3.1.3</p>	<p><u>CONTENT STANDARDS</u></p> <p>Staff development that improves the learning of all students:</p> <ul style="list-style-type: none"> ◆ Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity) <ul style="list-style-type: none"> ✓ In this school/district, educators learn how to create schoolwide practices that convey respect for students, their families, and students’ cultural backgrounds. ✓ In this school/district, staff development prepares educators to establish learning environments that communicate high expectations for the academic achievement of all students. ✓ In this school/district, educators learn how to adjust instruction and assessment to match the learning requirements of individual students. ◆ Deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching) <ul style="list-style-type: none"> ✓ In this school/district, teachers have many opportunities to develop deep knowledge of their content. ✓ In this school/district, staff development expands teachers’ instructional methods appropriate to specific content areas. ✓ In this school/district, staff development teaches classroom assessment skills that allow teachers to regularly monitor gains in student learning. ◆ Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement) <ul style="list-style-type: none"> ✓ In this school/district, staff development prepares leaders to build consensus among educators and community members concerning the overall mission and goals for staff development. ✓ In this school/district, staff development prepares educators to create relationships with parents to support student learning. ✓ In this school/district, technology is used to communicate with parents and the community.

Appendix C

Checklists

1.1 FACULTY LEVEL – PLANNING	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.1.1. Individual Needs Assessment: The faculty member reviews: classroom-level reports of disaggregated student achievement data <i>by content area and skills</i> in addition to:</p> <ul style="list-style-type: none"> school initiatives, the School Improvement Plan, teacher certification needs, professional growth interests, and other information to identify individual needs for additional professional development. 	<p>Ask for a copy of the Individual Professional Development Plan (IPDP) for the last two years. This document may be called different names, depending on the school district. Review the plans.</p> <p>Also, review the record of the professional development the teacher has taken in the last two years. Obtain a copy from the principal in advance if possible.</p> <p>Ask: <i>Tell me how your IPDP was created. Describe any data that were used in creating your IPDP?</i></p> <p>Ask details about when the IPDP was created and who was involved. Probe for:</p> <ul style="list-style-type: none"> ◆ Review of disaggregated student achievement data ◆ Relationship to the professional development listed in the SIP ◆ Teacher certification needs ◆ Consideration of personal growth interests ◆ Results from previous year’s IPDP evaluation
<p><u>Notes:</u></p>	<p style="text-align: right;">Rating: _____</p>
<p>1.1.2. Administrator Review: The faculty member meets with the school administrator to determine any additional training needs based on performance appraisal data and school or grade level priorities.</p>	<p>Review the record of the professional development the teacher has taken in the last two years.</p> <p><i>What process is used to review your IPDP? How does the principal ensure that the IPDP teachers create are based on what improvements their students need to make?</i></p> <p>Probe for an individual meeting with the principal or AP to review the IPDP, specific dates, length of the meeting, content discussed.</p>
<p><u>Notes:</u></p>	<p style="text-align: right;">Rating: _____</p>

1.1 FACULTY LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.1.3. Priority of Needs: First priority in determining professional development is given to needs identified through disaggregated classroom-level student achievement data.</p>	<p><i>What factors do you consider in determining which professional development activities in which to be involved?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>1.1.4. Individual Professional Development Plan: The Individual Professional Development Plan (IPDP) is directly related to specific student performance data for: those areas to which the teacher is assigned, contains clearly defined training objectives, includes only professional development that is research-based, specifies measurable improvement in student performance resulting from the training activity, and includes an evaluation component documenting the expected student performance gains.</p>	<p>Check Individual Professional Development Plan to determine items in 1.1.4. (relationship to student performance data, clearly defined training objectives, measurable improvement in student performance, evaluation component).</p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

1.1 FACULTY LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.1.5. Content: Training activities in the plan focus primarily on the content areas specified in s. 1012.98 F.S.</p>	<p>Check Individual Professional Development Plan (IPDP) to determine items in 1.1.5. (content focused on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.).</p> <p><i>Describe how the professional development activities in your IPDP relate to your teaching assignment.</i> [If no relation to the current assignment, probe for the relationship.] <i>Describe how the professional development offerings for this school relate to the teaching assignments of teachers.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>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.</p>	<p>NOTE: Learning communities are small groups of faculty who meet regularly to study more effective learning and teaching practices.</p> <p><i>Describe how your school organizes teachers into learning communities.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

1.2 FACULTY LEVEL – DELIVERY	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the objectives specified in the IPDP.</p>	<p>Select from the IPDP one or two courses/classes for review. Ask these questions concerning delivery of the professional development: <i>Describe the professional development you received on [topic listed in IPDP].</i> <i>How well do the training objectives reflect the objectives listed in your IPDP?</i> <i>Generally, how relevant is the content you receive through professional development to your needs as a teacher?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>1.2.2. 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.</p>	<p><i>Tell me about how the trainer conducted the training.</i> Probes: <i>How did the instructor model the skills that were to be used? Describe any of these methods that might have been used: practice of the skills; feedback to you on your performance during the training session; teaching the class using the same techniques and strategies you are to be using with students.</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

1.2 FACULTY LEVEL – DELIVERY (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.2.3. Sustained Training: Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the faculty member.</p>	<p><i>Tell me about the amount of time you spent in these training sessions. How many training sessions? Length of time for the training? How appropriate was the length of time for the skills being taught?</i></p> <p><i>Generally, how sustained and intense is the professional development you receive considering the types of skills and knowledge being taught? What level of mastery is usually attained by the end of the sessions?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>1.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.</p>	<p><i>What kind of technology did the instructor use in teaching the class?</i></p> <p><i>Generally, describe how technology was used to deliver the professional development you have received in the last two years. In what ways was the technology appropriate for the skills being taught?</i> Probe for videos, Smart Boards, hand-held computers or PDAs, graphing calculators, websites, online courses, computer programs and other types of technology.</p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

1.2 FACULTY LEVEL – DELIVERY (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.</p>	<p><i>What time is allocated for professional development at this school?</i> <i>In your experience, is there sufficient time to participate in the professional development listed on your IPDP?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>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.</p>	<p><i>How do you find out about the number of inservice points you have earned toward recertification?</i> <i>How easy is it to access this system?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

1.3 FACULTY LEVEL – FOLLOW-UP	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.3.1. Transfer to Students: The faculty member uses the knowledge and skills learned in training to instruct students in the classroom.</p>	<p><i>Describe for me some specific examples of how you have used in your classroom what you learned in the professional development you've received recently.</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>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.</p>	<p><i>Did the instructor or a coach or mentor come to your classroom to help you implement the new skills/training? Did anyone else help you implement the new skills/training either face-to-face or by other means?</i></p> <p><i>How long did the coaching or mentoring last? How was the end of the mentoring process determined? Had you mastered the new skills/training before the coaching was discontinued?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

1.4 FACULTY LEVEL – EVALUATION	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.4.1. Implementing the Plan: The faculty member and school administrator conduct an evaluation that documents that the IPDP was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.</p>	<p><i>Describe the meeting held with your principal or another administrator to determine how much of what was written on your IPDP had been implemented.</i></p> <p><i>How does this school document that you have used the new skills or knowledge in the classroom?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>1.4.2. Student Changes: The faculty member documents the professional development accessed contributed to expected student performance gains.</p>	<p><i>How did students improve as a result of the professional development you received and then applied in your classroom?</i></p> <p><i>Did you and/or your administrator review these results?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

1.4 FACULTY LEVEL – EVALUATION (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through:</p> <ul style="list-style-type: none"> • standardized achievement tests when available or through other achievement measures such as: • district achievement tests, • teacher-constructed tests, • portfolios, and • checklists of student performance when appropriate. 	<p><i>Describe the evaluation methods used to document changes in student performance resulting from the professional development.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>1.4.4. Action Research: Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.</p>	<p>NOTE: Action Research consists of a defined plan of study in which the teacher documents what changes will be made and collects formal data on the resulting changes in students. Refer to the key defining components in the Reviewer’s Guide.</p> <p><i>Have you been involved in any action research stemming from or associated with the professional development you have received? Describe these efforts.</i></p> <p>Ask for copies of the research report.</p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

2.1 SCHOOL LEVEL – PLANNING	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.1.1. School Needs Assessment: The school conducts an annual needs assessment that includes a classroom-by-classroom analysis of disaggregated student achievement data by content area and skills and surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.</p>	<p>Ask for copies of:</p> <ul style="list-style-type: none"> ◆ Individual Professional Development Plans ◆ School Improvement Plan ◆ School Plans for Professional Development ◆ Assessment of perceived needs for professional development ◆ Documentation of the use of disaggregated data for planning professional development ◆ Documentation of reviews and analyses of IPDPs across teachers by grade/subject area ◆ Calendars documenting professional development ◆ Course outlines for training delivered ◆ Calendars or other schedules maintained by principal/assistant principal showing meetings with teachers to review IPDPs ◆ Budgets and expenditure reports on professional development <p>Check needs assessment for use of disaggregated data and other surveys or methods of collecting information on training needs (2.1.1).</p> <p><i>Describe the ways in which this school determines the professional development needs of the faculty.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

2.1 SCHOOL LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.1.2. Reviewing Professional Development Plans: The school administrator determines the extent to which each training activity on each IPDP for the previous year accomplished the student performance gains that were predicted to result from the training activity, and identifies any unmet needs or undelivered training.</p>	<p>Review all IPDPs generate for the last two years in the school. Review records of professional development participation by selected teachers for the last two years. <i>Tell me about the process you use to review the development of teachers' IPDPs.</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator reviews the results from annual performance appraisals of faculty and uses these results in determining professional development for individual faculty members and the school.</p>	<p>Review last year's and this year's IPDPs for teachers. <i>How is Annual Performance Appraisal Data used in planning for professional development in this school? Describe any recent examples of groups of teachers who needed specific assistance and how it was provided.</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

2.1 SCHOOL LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.1.4. Coordinating with School Improvement Plan: The planning process for school-level professional development is conducted in conjunction with and considers needs, goals, and objectives identified in the School Improvement Plan to meet Goal 3, including training needed for school-wide or content area changes and improvements.</p>	<p>Check school improvement plan to determine items in 2.1.4. <i>What role does your School Improvement Plan play in the planning process for school-level professional development?</i></p>
<p>Notes: Rating: _____</p>	
<p>2.1.5. Generating a School-wide Professional Development System: As part of the School Improvement Plan, the school administrator and School Advisory Council generate a school-wide Professional Development System comprised of scientific research-based professional development that is aligned and linked with::</p> <ul style="list-style-type: none"> • disaggregated student achievement data, • student and instructional personnel needs, • School Improvement Plans, • annual performance appraisal data for teachers and administrators, • annual school reports, and • school and district strategic planning. 	<p>Review the School-wide Professional Development System (SIP and other related documents). Check to ensure concentration on scientific research-based professional development and alignment with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and school and district strategic planning. (2.1.5.) <i>Tell me about the process the school uses to incorporate results from evaluations of IPDPs into the school’s Professional Development System.</i> <i>How does the school determine that professional development offerings are based in scientific research?</i></p>
<p>Notes: Rating: _____</p>	

2.1 SCHOOL LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.1.6. Content: Training activities specified in the school’s professional development system focus primarily on the content areas specified in s. 1012.98 F.S.</p>	<p>Check School-wide Professional Development System to determine items in 2.1.6. (content focused on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety).</p> <p><i>Describe how the professional development offerings for this school directly relate to teaching.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>2.1.7. Learning Communities: The school organizes adults into learning communities whose goals are aligned with those of the school and district.</p>	<p>NOTE: Learning communities are small groups of faculty who meet regularly to study more effective learning and teaching practices.</p> <p><i>Describe how your school organizes teachers into learning communities.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

2.2 SCHOOL LEVEL – DELIVERY	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the objectives specified in the school’s Professional Development System.</p>	<p>Select from the School-wide Professional Development System one or two courses/classes for review. Ask these questions concerning delivery of the professional development: <i>Describe the professional development your school received on [topic listed in professional development system].</i> <i>How did the training objectives reflect the objectives listed in your professional development system?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>2.2.2. 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.</p>	<p><i>Tell me about how the trainer conducted the training.</i> Probes: <i>How did the instructor model the skills that were to be used? Describe any of these methods that might have been used: practice of the skills; feedback to you on your performance during the training session; teaching the class using the same techniques and strategies you are to be using with students.</i> <i>Generally, how do the professional development instructors model effective teaching practices?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

2.2 SCHOOL LEVEL – DELIVERY (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.2.3. Sustained Training: Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.</p>	<p><i>How many training sessions did teachers attend for one topic or length of time for the training? Considering the skills being taught, how appropriate was the length of time for training? Generally, how sustained and intense is the professional development teachers receive, considering the types of skills and knowledge being taught? What level of mastery is usually attained by the end of the sessions?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>2.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.</p>	<p><i>What kind of technology did the instructor use in teaching the class? Generally, describe how technology was used to deliver the professional development at the school in the last two years. In what ways was the technology appropriate for the skills being taught? Probe for videos, Smart Boards, hand-held computers or PDAs, graphing calculators, websites, online courses, computer programs and other types of technology.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

2.2 SCHOOL LEVEL – DELIVERY (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.</p>	<p>Review the district calendar and any school calendars containing references to professional development days or allotted times. <i>What time is allocated for professional development at this school?</i> <i>In your experience, is there sufficient time to conduct the professional development that faculty in this school need?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>2.2.6. Dollar Resources: Sufficient dollar resources are available to implement the planned professional development.</p>	<p>Review budget records to determine the funding allocated for professional development. <i>How is professional development for this school funded?</i> <i>Relative to the professional development at your school, are there sufficient financial resources to conduct the professional development that faculty in this school need?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

2.3 SCHOOL LEVEL – FOLLOW-UP	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.3.1. Transfer to Students: The participants use the knowledge and skills learned in training to instruct students in the classroom.</p>	<p><i>Please describe for me how teachers have used what they learned in the professional development in their classrooms.</i></p> <p><i>How did you determine the transfer of knowledge and skills gained into the classroom?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>2.3.2. Coaching and Mentoring: The trainers or others provide support and assistance through coaching and mentoring to the participants 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.</p>	<p><i>Describe any coaching or mentoring programs or activities that are used to follow-up on professional development at this school.</i></p> <p><i>Do instructors or a coach or mentor go to classrooms to help teachers implement the new skills/training?</i></p> <p><i>Does anyone else help teachers implement the new skills/training?</i></p> <p><i>How long does the coaching or mentoring last?</i></p> <p><i>Do you or others observe that teachers have mastered the new skills/training before the coaching/mentoring is discontinued?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

2.4 SCHOOL LEVEL – EVALUATION	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.4.1. Implementing the System: The school conducts an evaluation that documents that the school-wide Professional Development System was implemented as written or revised and that faculty members applied the newly learned knowledge and skills in the classroom.</p>	<p>Review the SIP plan or other documents for evidence that the school checks to determine the success of the plan.</p> <p><i>How does this school document that targeted teachers participated in planned professional development for major initiatives?</i></p> <p><i>How does this school document that teachers actually use the skills and knowledge they gained from professional development in their classrooms?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>2.4.2. Student Changes: The evaluation documents that the professional development accessed contributed to expected student performance gains.</p>	<p><i>Describe the way this school evaluates the impact of professional development on student performance levels. What changes have occurred in student performance that resulted from the professional development faculty received?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

2.4 SCHOOL LEVEL – EVALUATION (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, action research, and checklists of student performance when appropriate.</p>	<p><i>What evaluation methods were used to document changes in student performance resulting from the professional development?</i> <i>Have you or faculty in the school been involved in any action research stemming from or associated with the professional development received?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>2.4.4. Use of Results: The school administrator and School Advisory Council use the results of the school-level evaluation as part of the needs assessment process for the next school year’s professional development planning process and to eliminate ineffective programs and strategies and expand effective ones.</p>	<p>Review any end-of-year summaries of SIP progress and outcomes. <i>How have the results from the evaluations of your school-wide professional development system been used?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

2.4 SCHOOL LEVEL – EVALUATION (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.4.5. Expenditures: The school administrator documents the total expenditure of resources for professional development and is in compliance with s. 1012.98 F.S. and any proviso language governing the state supported professional development activities.</p>	<p>Check budget and expenditure reports to document expenditures for professional development with breakdowns by categories (content focused on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.)</p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.1 DISTRICT LEVEL – PLANNING	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.1.1. District Needs Assessment: The district conducts an annual needs assessment that includes a school-by-school analysis of disaggregated student achievement data by content area and skills, surveys or other methods of collecting data from faculty and staff on areas of need for professional development.</p>	<p>Ask for copies of:</p> <ul style="list-style-type: none"> ◆ District plans for professional development ◆ Master Inservice Plan ◆ District K-12 Reading Plan ◆ District Technology Plan ◆ District strategic plans reflecting professional development initiatives ◆ Needs assessments for professional development ◆ Documentation of the use of disaggregated data for planning professional development ◆ Calendars documenting professional development offerings ◆ Course outlines for training delivered ◆ Budgets/expenditure reports on professional development <p><i>Describe the ways in which this district determines the professional development needs of the faculty.</i></p> <p>Check needs assessment for use of disaggregated data and other surveys or methods of collecting information on training needs (3.1.1.).</p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

3.1 DISTRICT LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.1.2. Generating a District-wide Professional Development System: Based on the needs assessment, the district generates a district-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with:</p> <ul style="list-style-type: none"> • disaggregated student achievement data, • student and instructional personnel needs, • School Improvement Plans, • annual performance appraisal data for teachers and administrators, • annual school reports, and • district strategic planning. 	<p>Review the district professional development system. Check to ensure concentration on scientifically research-based professional development and alignment with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and school and district strategic planning.</p> <p><i>Tell me about the process the district uses to incorporate results from evaluations of IPDPs into the District Professional Development System.</i></p> <p><i>How is annual performance appraisal data used in planning for professional development in this district?</i></p> <p><i>What role do the School Improvement Plans play in professional development?</i></p> <p><i>How does the district determine that professional development offerings are based in scientific research?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

3.1 DISTRICT LEVEL – PLANNING (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.1.3. Content: Training activities in the district’s Professional Development System focus primarily on the content areas specified in s. 1012.98 F.S.</p>	<p>Check District Professional Development System and Master Inservice Plan to determine items in 3.1.3. (content focused on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.)</p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>3.1.4. Trainers: The district’s professional development system includes processes to disseminate knowledge of the NSDC and Florida professional development standards through skilled trainers and/or principals.</p>	<p>Ask for records of training or dissemination memos related to NSDC and Florida Standards <i>Describe how this district disseminates knowledge of or training on the NSDC and Florida standards for professional development.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

3.2 DISTRICT LEVEL – DELIVERY	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p>Select from the District Professional Development System one or two courses/classes for review. Ask these questions concerning delivery of the professional development:</p> <p><i>Describe the professional development your district delivered on [topic listed in professional development system].</i></p> <p><i>How did the training objectives reflect the objectives listed in your professional development system?</i></p> <p><i>Generally, is the content the teachers receive through professional development relevant to the needs of teachers in the schools?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.2 DISTRICT LEVEL – DELIVERY (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>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.</p>	<p><i>Tell me about how the trainer conducted the training.</i></p> <p>Probes: <i>How did the instructor model the skills that were to be used? Describe any of these methods that might have been used: practice of the skills; feedback to you on your performance during the training session; teaching the class using the same techniques and strategies you are to be using with students.</i></p> <p><i>Generally, how do the professional development instructors model effective teaching practices?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>3.2.3. Sustained Training: Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.</p>	<p><i>Describe the number of days and training sessions for the training.</i></p> <p><i>Considering the skills being taught, how appropriate was the length of time for training?</i></p> <p><i>Generally, is the professional development delivered in this district sufficiently sustained and intense to ensure mastery of the skills?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.2 DISTRICT LEVEL – DELIVERY (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.</p>	<p><i>What kind of technology did the instructor use in teaching the class?</i> <i>Generally, describe how technology was used to deliver the professional development in the district in the last two years. In what ways was the technology appropriate for the skills being taught?</i> Probe for videos, Smart Boards, hand-held computers or PDAs, graphing calculators, websites, online courses, computer programs and other types of technology.</p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>3.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.</p>	<p>Review the district calendar and any other documents containing references to professional development days or allotted times. <i>What time is allocated for professional development in this district?</i> <i>In your experience, is there sufficient time to conduct the professional development that faculty in this district need?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

3.2 DISTRICT LEVEL – DELIVERY (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.2.6. Dollar Resources: Sufficient dollar resources are available to implement the planned professional development.</p>	<p>Review budget records to determine the funding allocated for professional development. <i>How is professional development for this district funded?</i> <i>Are there sufficient financial resources to conduct the professional development that faculty in this district need?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>3.2.7. Coordinated Records: The district maintains up-to-date records for all professional development including certification and inservice points that is easily accessible by school faculty and administrators.</p>	<p><i>Please describe the method this district uses to maintain up-to-date records for professional development, including certification and inservice points.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

3.2 DISTRICT LEVEL – DELIVERY (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.2.8. Leadership: The district recognizes and supports professional development as a key strategy for supporting significant improvements.</p>	<p><i>What is the role of professional development in this district in supporting significant improvements in educational programs? How does your district demonstrate that it values professional development?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>3.2.9. Growing the Organization: The district seeks out and fosters professional development and promotion for employees with potential.</p>	<p><i>What is the relationship of professional development in this district to development of human resources? How does the district encourage and support employees to maximize their potential and contribution to the organization?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.3 DISTRICT LEVEL – FOLLOW-UP	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.3.1. Transfer to Students: The district documents systematically the extent to which participants use the knowledge and skills learned in training to instruct students in the classroom.</p>	<p><i>Please describe for me how the district documents that teachers have used what they learned in the professional development in their classrooms.</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>3.3.2. Coaching and Mentoring: The district incorporates into training coaching and mentoring activities for participants 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.</p>	<p><i>What coaching/mentoring systems are in place? Describe the duration and intensity of these efforts. Do the instructors or coaches or mentors go to classrooms to help teachers implement the new skills/training? Does anyone else help teachers implement the new skills/training? Are any web-based coaching systems in place? How does the district determine that teachers have mastered the new skills/training before the coaching/mentoring is discontinued?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

3.3 DISTRICT LEVEL – FOLLOW-UP (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.3.3. 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.</p>	<p><i>What types of follow-up services does the district provide via the web?</i> Probe for a discussion room or bulletin board to talk about using the skills, or additional materials posted, or interchanges with the instructor.</p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>3.3.4. Follow-up Coordination: The district coordinates the follow-up services provided across multiple schools receiving training.</p>	<p><i>How are follow-up services coordinated across multiple schools receiving training?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.4 DISTRICT LEVEL – EVALUATION	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.4.1. Implementing the System: The district conducts a formal evaluation of professional development that documents the extent to which planned professional development was implemented, and information on the extent of participation across schools and subgroups.</p>	<p>Review any summaries and analyses of end-of-course evaluations. Review any summaries and analyses of implementation of planned professional development. <i>Describe the way that this district evaluates whether the major professional development initiatives for a year have been implemented as planned?</i> <i>How are the results from end-of-course evaluations used?</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
<p>3.4.2. Transfer into Classroom: At least 10% of the professional development conducted throughout the district will include a formal evaluation documenting that faculty members applied the newly learned knowledge and skills in the classroom.</p>	<p><i>How does this district document that teachers are using the new skills/knowledge in classrooms after receiving professional development?</i> <i>What formal evaluation of professional development efforts have been conducted in the last two years? (Ask for copies of any reports.)</i></p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.4 DISTRICT LEVEL – EVALUATION (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.4.3. Student Changes: The evaluation documents that the professional development accessed contributed to expected student performance gains.</p>	<p><i>What evidence does this district have that changes have occurred in student performance resulting from the professional development faculty received?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>3.4.4. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through:</p> <ul style="list-style-type: none"> • standardized achievement tests when available • or through other achievement measures such as: • district achievement tests, • teacher-constructed tests, • action research, and • checklists of student performance when appropriate. 	<p><i>What evaluation methods were used to document changes in student performance resulting from the professional development? To what extent does this district organize and support action research stemming from or associated with the professional development received?</i></p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

3.4 DISTRICT LEVEL – EVALUATION (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.4.6. Expenditures: The district documents the total expenditure of resources for professional development and is in compliance with s. 1012.98 F.S. and any proviso language governing the state supported professional development activities.</p>	<p>Check budget and expenditure reports to document expenditure of resources for professional development with breakdowns by categories (content focused on analysis of student achievement data; ongoing formal and informal assessments of student achievement; identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas; enhancement of subject content expertise; integrated use of classroom technology that enhances teaching and learning; classroom management; parent involvement; and school safety.)</p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.4 DISTRICT LEVEL – EVALUATION (CONTINUED)	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.4.7. Student Gains: The district demonstrates an overall increase in student achievement as measured by the Department’s school grading system.</p>	<p>Conducted at the state level.</p>
<p><u>Notes:</u></p>	
<p><u>Overall Notes/Comments:</u></p>	

Appendix D

Team Summary Report Format

1.1 FACULTY LEVEL – PLANNING	School Ratings							Overall Rating
	1	2	3	4	5	6	7	
ENTER TYPE OF SCHOOL (E-ELEMENTARY, M-MIDDLE, H-HIGH)								
1.1.1. Individual Needs Assessment: The faculty member reviews classroom-level reports of disaggregated student achievement data <i>by content area and skills</i> in addition to school initiatives, the School Improvement Plan, teacher certification needs, professional growth interests, and other information to identify individual needs for additional professional development.								
1.1.2. Administrator Review: The faculty member meets with the school administrator to determine any additional training needs based on performance appraisal data and school or grade level priorities.								
1.1.3. Priority of Needs: First priority in determining professional development is given to needs identified through disaggregated classroom-level student achievement data.								
1.1.4. Individual Professional Development Plan: The Individual Professional Development Plan (IPDP) is directly related to specific student performance data for those areas to which the teacher is assigned, contains clearly defined training objectives, specifies measurable improvement in student performance resulting from the training activity, and includes an evaluation component documenting the expected student performance gains								

1.1 FACULTY LEVEL – PLANNING (CONTINUED)	School Ratings							Overall Rating
	1	2	3	4	5	6	7	
ENTER TYPE OF SCHOOL (E-ELEMENTARY, M-MIDDLE, H-HIGH)								
1.1.5. Content: Training activities in the plan focus primarily on the content areas specified in s. 1012.98 F.S.								
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.								
<u>Summary of 1.1 Faculty Level - Planning:</u>								

1.2 FACULTY LEVEL – DELIVERY	School Ratings							Overall Rating
	1	2	3	4	5	6	7	
ENTER TYPE OF SCHOOL (E-ELEMENTARY, M-MIDDLE, H-HIGH)								
1.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the objectives specified in the IPDP.								
1.2.2. 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.								
1.2.3. Sustained Training: Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the faculty member.								
1.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.								
1.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.								
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.								
<u>Summary of 1.2 Faculty Level - Delivery:</u>								

1.3 FACULTY LEVEL – FOLLOW-UP	School Ratings							Overall Rating
	1	2	3	4	5	6	7	
ENTER TYPE OF SCHOOL (E-ELEMENTARY, M-MIDDLE, H-HIGH)								
1.3.1. Transfer to Students: The faculty member uses the knowledge and skills learned in training to instruct students in the classroom.								
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.								
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.								
<u>Summary of 1.3 Faculty Level – Follow-up:</u>								

1.4 FACULTY LEVEL – EVALUATION	School Ratings							Overall Rating
	1	2	3	4	5	6	7	
ENTER TYPE OF SCHOOL (E-ELEMENTARY, M-MIDDLE, H-HIGH)								
1.4.1. Implementing the Plan: The faculty member and school administrator conduct an evaluation that documents that the IPDP was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.								
1.4.2. Student Changes: The faculty member documents the professional development accessed contributed to expected student performance gains.								
1.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, and checklists of student performance when appropriate.								
1.4.4. Action Research: Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.								
1.4.5. Use of Results: The faculty member uses the results of the IPDP evaluation as part of the needs assessment process for the next school year’s IPDP development and to discontinue professional development if it does not demonstrate improvements in student performance.								
<u>Summary of 1.4 Faculty Level - Evaluation:</u>								

2.1 SCHOOL LEVEL – PLANNING	School Ratings							Overall Rating
	1	2	3	4	5	6	7	
ENTER TYPE OF SCHOOL (E-ELEMENTARY, M-MIDDLE, H-HIGH)								
2.1.1. School Needs Assessment: The school conducts an annual needs assessment that includes a classroom-by-classroom analysis of disaggregated student achievement data by content area and skills, and surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.								
2.1.2. Reviewing Professional Development Plans: The school administrator determines the extent to which each training activity on each IPDP for the previous year accomplished the student performance gains that were predicted to result from the training activity, and identifies any unmet needs or undelivered training.								
2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator reviews the results from annual performance appraisals of faculty and uses these results in determining professional development for individual faculty members and the school.								
2.1.4. Coordinating with School Improvement Plan: The planning process for school-level professional development is conducted in conjunction with and considers needs, goals, and objectives identified in the School Improvement Plan to meet Goal 3, including training needed for school-wide or content area changes and improvements.								

2.1 SCHOOL LEVEL – PLANNING (CONTINUED)	School Ratings							Overall Rating
	1	2	3	4	5	6	7	
ENTER TYPE OF SCHOOL (E-ELEMENTARY, M-MIDDLE, H-HIGH)								
2.1.5. Generating a School-wide Professional Development System: As part of the School Improvement Plan, the school administrator and School Advisory Council generate a school-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and school and district strategic planning.								
2.1.6. Content: Training activities in the plan focus primarily on the content areas specified in s. 1012.98 F.S.								
2.1.7. Learning Communities: The school organizes adults into learning communities whose goals are aligned with those of the school and district.								
<u>Summary of 2.1 School Level - Planning:</u>								

2.2 SCHOOL LEVEL – DELIVERY	School Ratings							Overall Rating
	1	2	3	4	5	6	7	
ENTER TYPE OF SCHOOL (E-ELEMENTARY, M-MIDDLE, H-HIGH)								
2.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the objectives specified in the school’s Professional Development System.								
2.2.2. 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.								
2.2.3. Sustained Training: Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.								
2.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.								
2.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.								
2.2.6. Dollar Resources: Sufficient dollar resources are available to implement the planned professional development.								
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.								
<u>Summary of 2.2 School Level - Delivery:</u>								

2.3 SCHOOL LEVEL – FOLLOW-UP	School Ratings							Overall Rating
	1	2	3	4	5	6	7	
ENTER TYPE OF SCHOOL (E-ELEMENTARY, M-MIDDLE, H-HIGH)								
2.3.1. Transfer to Students: The participants use the knowledge and skills learned in training to instruct students in the classroom.								
2.3.2. Coaching and Mentoring: The trainers or others provide support and assistance through coaching and mentoring to the participants 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.								
2.3.3. 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.								
<u>Summary of 2.3 School Level – Follow-up:</u>								

2.4 SCHOOL LEVEL – EVALUATION	School Ratings							Overall Rating
	1	2	3	4	5	6	7	
ENTER TYPE OF SCHOOL (E-ELEMENTARY, M-MIDDLE, H-HIGH)								
2.4.1. Implementing the System: The school conducts an evaluation that documents that the school-wide Professional Development System was implemented as written or revised and that faculty members applied the newly learned knowledge and skills in the classroom.								
2.4.2. Student Changes: The evaluation documents that the professional development accessed contributed to expected student performance gains.								
2.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, action research, and checklists of student performance when appropriate.								
2.4.4. Use of Results: The school administrator and School Advisory Council use the results of the school-level evaluation as part of the needs assessment process for the next school year’s professional development planning process and to eliminate ineffective programs and strategies and expand effective ones.								
2.4.5. Expenditures: The school administrator documents the total expenditure of resources for professional development by category and is in compliance with statute 1012.98 and any proviso language governing the state supported professional development activities.								
<u>Summary of 2.4 School Level - Evaluation:</u>								

3.2 DISTRICT LEVEL – DELIVERY	District Rating
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.	
3.2.2. 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.	
3.2.3. Sustained Training: Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.	
3.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.	
3.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.	
3.2.6. Dollar Resources: Sufficient dollar resources are available to implement the planned professional development.	
3.2.7. Coordinated Records: The district maintains up-to-date records for all professional development including certification and inservice points that is easily accessible by school faculty and administrators.	
3.2.8. Leadership: The district recognizes and supports professional development as a key strategy for supporting significant improvements.	
3.2.9. Growing the Organization: The district seeks out and fosters professional development and promotion for employees with potential.	
<u>Summary of 3.2 District Level - Delivery:</u>	

3.4 DISTRICT LEVEL – EVALUATION	District Rating
3.4.1. Implementing the System: The district conducts a formal evaluation of professional development that documents the extent to which planned professional development was implemented, and information on the extent of participation across schools and subgroups.	
3.4.2. Transfer into Classroom: At least 10% of the professional development conducted throughout the district will include a formal evaluation documenting that faculty members applied the newly learned knowledge and skills in the classroom.	
3.4.3. Student Changes: The evaluation documents that the professional development accessed contributed to expected student performance gains.	
3.4.4. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, action research, and checklists of student performance when appropriate.	
3.4.5. Use of Results: The district uses the results of the district-level evaluation as part of the needs assessment process for the next school year’s district professional development planning process and to eliminate ineffective programs and strategies and expand effective ones.	
3.4.6. Expenditures: The district documents the total expenditure of resources for professional development by category and is in compliance with s. 1012.98 F.S. and any proviso language governing the state supported professional development activities.	
3.4.7. Student Gains: The district demonstrates an overall increase in student achievement as measured by the Department’s school grading system.	
<u>Summary of 3.4 District Level - Evaluation:</u>	

Appendix E

District Report Format

District: _____

Date(s) Visited: _____

★ 3.1 DISTRICT LEVEL – PLANNING ★	District Rating
3.1.1. District Needs Assessment: The district conducts an annual needs assessment that includes a school-by-school analysis of disaggregated student achievement data by content area and skills and surveys or other methods of collecting data from faculty and staff in all schools on areas of need for professional development.	
3.1.2 Generating a District-wide Professional Development System: Based on the needs assessment, the district generates a district-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning.	
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, school safety, and family involvement.	
3.1.4 Trainers: The district’s professional development system includes processes to disseminate knowledge of the NSDC standards through skilled trainers and/or principals.	
SUMMARY OF 3.1 DISTRICT LEVEL - PLANNING	

★ 3.2 DISTRICT LEVEL – DELIVERY ★	District Rating
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.	
3.2.2 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.	
3.2.3 Sustained Training. Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.	
3.2.4 Use of Technology: Training is delivered through a variety of technologies that support individual learning.	
3.2.5 Time Resources: Sufficient time resources are available to implement the planned professional development.	
3.2.6 Dollar Resources: Sufficient dollar resources are available to implement the planned professional development.	
3.2.7 Coordinated Records: The district maintains up-to-date records for all professional development including certification and inservice points that is easily accessible by school faculty and administrators.	
3.2.8 Leadership: The district recognizes and supports professional development as a key strategy for supporting significant improvements.	
3.2.9 Growing the Organization: The district seeks out and fosters professional development and promotion for employees with potential.	

SUMMARY OF 3.2 DISTRICT LEVEL - DELIVERY

★ 3.3 DISTRICT LEVEL – FOLLOW-UP ★	District Rating
3.3.1 Transfer to Students: The district documents systematically the extent to which participants use the knowledge and skills learned in training to instruct students in the classroom.	
3.3.2 Coaching and Mentoring: The district incorporates into training coaching and mentoring activities for participants 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.	
3.3.3 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.	
3.3.4 Follow-up Coordination: The district coordinates the follow-up services provided across multiple schools receiving training.	

SUMMARY OF 3.3 DISTRICT LEVEL – FOLLOW-UP

★ 3.4 DISTRICT LEVEL – EVALUATION ★	District Rating
3.4.1 Implementing the System: The district conducts a formal evaluation of professional development that documents the extent to which planned professional development was implemented, and information on the extent of participation across schools and subgroups.	
3.4.2 Transfer into Classroom: At least 10% of the professional development conducted throughout the district will include a formal evaluation documenting that faculty members applied the newly learned knowledge and skills in the classroom.	
3.4.3 Student Changes: The evaluation documents the student performance gains resulting from each training activity compared with the results that were predicted to occur from the training activity.	
3.4.4 Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, action research, and checklists of performance when appropriate.	
3.4.5 Use of Results: The district uses the results of the district-level evaluation as part of the needs assessment process for the next school year’s district professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.	
3.4.6 Expenditures: The district documents the total expenditure of resources for professional development and is in compliance with statute 1012.98 and any proviso language governing the state supported professional development activities. Expenditures include a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.	
3.4.7 Student Gains: The district demonstrates an overall increase in student achievement as measured by the Department’s school grading system.	

SUMMARY OF 3.4 DISTRICT LEVEL - EVALUATION

Appendix F

Example District Report

Florida DOE Professional Development System Evaluation Protocol
District Report
[Name] County Review, [dates]

INTRODUCTION

The review of [blank] County's Professional Development System using Florida's Professional Development System Evaluation Protocol was conducted between [blank].

The team was composed of:

[description of the district and professional development organization]

Schools visited were:

[list of schools]

Within each school, five teachers were selected for interview based on representation of different grade levels and subject area content levels, excluding teachers with less than a year of experience in the district. Principals were interviewed as well [add more description of the process as needed]

The following pages recapitulate the standards in the evaluation system and provide ratings for each standard. The rating scale used is as follows:

1. Unacceptable
2. Marginal
3. Good
4. Excellent

Ratings for each standard are averaged across all public schools visited in the district. The mid-point of the scale is 2.5. Ratings of 3.5 and higher are considered exemplary, and ratings below 2.0 need improvement.

Florida DOE Professional Development System Evaluation Protocol
District Report
[Name] County Review, [dates]

Level	District	Strand	Planning	Rating
3.1.1. District Needs Assessment: The district conducts an annual needs assessment that includes a school-by-school analysis of disaggregated student achievement data by content area and skills, surveys or other methods of collecting data from faculty and staff in all schools on areas of need for professional development.				4

Findings:

The district is commended on their implementation of a comprehensive needs assessment process for professional development. The district conducts an annual needs assessment that includes a school-by-school analysis of disaggregated student achievement data by content area and skills. The district also conducts an annual survey of faculty and staff in all schools on areas of need for professional development and provides results to schools. The district examines the total picture from the survey results and FCAT reports disaggregated by school. Schools examine the disaggregated data to make school-wide decisions for training. The district hired a consultant to train teachers on disaggregating data. Teachers and school administrators incorporate the district's priority into the needs assessment process. Current priorities are a district-wide implementation of a new science curriculum to better prepare students for the FCAT Science test and a continued emphasis on reading in all grade levels.

Florida DOE Professional Development System Evaluation Protocol
District Report
[Name] County Review, [dates]

Level	District	Strand	Planning	Rating
3.1.2. Generating a District-wide Professional Development System: Based on the needs assessment, the district generates a district-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning.				3

Findings:

The district's strategic plan drives district initiatives that are supported through professional development planned and delivered from the district level. School Improvement Plans targeting improvements in school student performance levels are used extensively to drive professional development at the school level and reviewed at the district level for additional professional development needs that may need to be addressed by the district. These SIPs reflect in part the common needs for professional development identified on individual teachers' IPDPs. The district does not have a comprehensive calendar of professional development offerings and activities, although principals and teachers are notified in advance of planned professional development. The district does maintain the required Master Inservice Plan containing components that can be accessed by schools or district staff, and can identify the research base for the major professional development initiatives in the last several years. No process is in place for integrating composite information from the annual appraisal system as part of the district's professional development system or the planning for professional development.

Level	District	Strand	Planning	Rating
3.1.3. Content: Training activities in the plan focus primarily on the content areas specified in s. 1012.98 F.S.				4

Findings:

The district is commended for the strong focus of all professional development on the specified content areas. Professional development activities in the district's Professional Development System focus exclusively on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety. Principals control this selection by their review and approval of Professional Development requests. With the current budget restraints, the district does not have funds to pay for re-certification of faculty, but can only support financially content and courses directly related to school needs.

Florida DOE Professional Development System Evaluation Protocol
District Report
[Name] County Review, [dates]

Level	District	Strand	Planning	Rating
3.1.4. Trainers: The district's professional development system includes processes to disseminate knowledge of the NSDC and Florida professional development standards through skilled trainers and/or principals.				1

Findings:

Although the district staff are aware of the NSDC and Florida professional development standards, to date they have not been disseminated outside of the Professional Development Office. Plans are in place to disseminate these standards to all principals and to trainers and teachers conducting training in the next school year.

Level	District	Strand	Delivery	Rating
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

Findings:

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. The needs assessment helps to ensure that the training offered is relevant and the school improvement plans are the driving force of each school.

Level	District	Strand	Delivery	Rating
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

Findings:

The training offered by the school district 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. Training evaluations are used to ensure that appropriate strategies are implemented.

Florida DOE Professional Development System Evaluation Protocol
District Report
[Name] County Review, [dates]

Level	District	Strand	Delivery	Rating
3.2.3. Sustained Training: Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.				2

Findings:

A variety of strategies are implemented to ensure that training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants. The district trains teachers to become trainers so that schools have their own support system in-house. The district also sends newsletters to teachers to refresh their memories and encourage use of training in the classroom. Most training, however, continues to be primarily one-shot short sessions with little continuity across time.

Level	District	Strand	Delivery	Rating
3.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.				2

Findings:

Although some training programs developed at the district level reflected a variety of technology in the delivery methods, most of the training appears to be lecture-delivered stand-up training with some limited use of PowerPoint. The district is beginning, however, a pilot program in distance-learning for their new science initiative that should increase the use of technology.

Level	District	Strand	Delivery	Rating
3.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.				3

Findings:

While some district initiatives, such as the new science and reading programs, provide job-embedded training through release time during the work day, the majority of the professional development is delivered after school or during the summer with stipends provided to teachers. Although no set training days are provided in the district-wide calendar, there is the expectation that two of the four preplanning days will be used for professional development. During the school year, sub teachers are provided to release teachers from classroom responsibilities to attend some training. Subs are also provided so that mentors can be in the classrooms with mentees.

Florida DOE Professional Development System Evaluation Protocol
District Report
[Name] County Review, [dates]

Level	District	Strand	Delivery	Rating
3.2.6. Dollar Resources: Sufficient dollar resources are available to implement the planned professional development.				1

Findings:

The district has recently diverted 50% of the professional development dollars into other programs. Consequently, the staff development director has limited resources or support available and two training positions were eliminated.

Level	District	Strand	Delivery	Rating
3.2.7. Coordinated Records: The district maintains up-to-date records for all professional development including certification and in-service points that is easily accessible by school faculty and administrators.				4

Findings:

The district is commended for providing a system that allows inservice records to be easily accessed and updated frequently. Through the use of *MyPoints.org*, all staff in the district can maintain an electronic record of their inservice training participation and points, and can easily access their records through a web-based reporting system.

Level	District	Strand	Delivery	Rating
3.2.8. Leadership: The district recognizes and supports professional development as a key strategy for supporting significant improvements.				2

Findings:

Although district staff state that the district recognizes and supports professional development as a key strategy for supporting significant improvements, the reduction in funding reflects lack of support for professional development.

Florida DOE Professional Development System Evaluation Protocol
District Report
[Name] County Review, [dates]

Level	District	Strand	Delivery	Rating
	3.2.9. Growing the Organization: The district seeks out and fosters professional development and promotion for employees with potential.			2

Findings:

As part of the district’s effort to seek out and foster professional development and promotion for employees with potential, the district has established a mentoring program for new teachers. The mentor teachers are teachers who are National Board Certified. There were no other apparent efforts to “growth” the organization, and the funding cuts have mitigated against organizational and professional growth.

Level	District	Strand	Follow-Up	Rating
	3.3.1. Transfer to Students: The district documents systematically the extent to which participants use the knowledge and skills learned in training to instruct students in the classroom.			3

Findings:

There was some evidence of a direct correlation between the professional development received and application of the skills in the classroom. The district uses multiple methods to document follow-up use of skills and knowledge in the classrooms, including 3-minute Walk-Throughs by principals and school administrators, multi-session training in which follow-up is conducted by the instructors, on site coaching, some action research, and studying by Learning Communities. There was some consistent and ongoing use of skills and knowledge tracked through the professional development plans and through summaries by school administrators, but although convincing documentation of the transfer to students is available at the school level, the results are not cumulated at the district level.

Florida DOE Professional Development System Evaluation Protocol
District Report
[Name] County Review, [dates]

Level	District	Strand	Follow-Up	Rating
		3.3.2. Coaching and Mentoring:	The district incorporates into training coaching and mentoring activities for participants 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

Findings:

Coaching and mentoring occurs after a few of the major professional development programs in this district; however, it is not a consistent practice. Noted, however, were coaches for the new science program Coaching and mentoring is an emerging practice in this district and appears to have the beginnings of becoming embedded as standard practice.

Level	District	Strand	Follow-Up	Rating
		3.3.3. 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.	1

Findings:

The district does not maintain a website for professional development follow-up or include web-based follow-up for the major training programs. Trainers are encouraged to provide follow-up through e-mails, but no consistent method is in place to ensure this practice.

Level	District	Strand	Follow-Up	Rating
		3.3.4. Follow-up Coordination:	The district coordinates the follow-up services provided across multiple schools receiving training.	2

Findings:

The district has provided science coaches in the elementary schools who meet regularly to coordinate the follow-up provided to teachers implementing the new science program. No similar system was evident for other recent major training programs.

Florida DOE Professional Development System Evaluation Protocol
District Report
[Name] County Review, [dates]

Level	District	Strand	Evaluation	Rating
3.4.1. Implementing the System:	The district conducts a formal evaluation of professional development that documents the extent to which planned professional development was implemented, and information on the extent of participation across schools and subgroups.			2

Findings:

The district indicated that previously they did little to assess the impact of professional development efforts on comprehensive student growth and teacher improvement. Staff stated that they are working on developing a system for evaluation. The new form addresses the satisfaction of the participants, the knowledge level gained, their anticipated use in the classroom and their anticipated impact on students.

Level	District	Strand	Evaluation	Rating
3.4.2. Transfer into Classroom:	At least 10% of the professional development conducted throughout the district will include a formal evaluation documenting that faculty members applied the newly learned knowledge and skills in the classroom.			1

Findings:

No formal evaluations of professional development have been conducted by the district. The district is planning formal evaluations for two new major initiatives in science and reading. The district professional development staff have participated in the training provided by the Florida Department of Education by Joellen Killion and are to be commended for recognizing the need for and planning to evaluate professional development.

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		3.4.3. Student Changes:	The evaluation documents that the professional development accessed contributed to expected student performance gains.	1

Findings:

3.4.7 At the present time, no formal evaluations have been conducted that link professional development to changes in student performance levels. Although the district and school staff review and analyze extensively the annual changes in student achievement on the FCAT

Level	District	Strand	Evaluation	Rating
		3.4.4. Evaluation Methods:	Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, action research, and checklists of student performance when appropriate.	1

Findings:

The district strongly emphasizes data-driven decision systems and the use of student achievement results for driving classroom improvements. Lacking, however, is the link to professional development and its effects on student achievement. Other types of assessments such as teacher constructed tests and checklists of performance levels were observed at the classroom level, but were not being used as part of evaluation of professional development. The district is planning in the next school year to implement training of school staff on Action Research, and little awareness or use of Action Research was noted at the school level. Overall, as the district increases the emphasis on more formal evaluations of the effectiveness of professional development, the ratings in this area will improve.

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		3.4.5. Use of Results: The district uses the results of the district-level evaluation as part of the needs assessment process for the next school year's district professional development planning process and to eliminate ineffective programs and strategies and expand effective ones.	1

Findings:

Although the district has a strong data-driven strategic and school improvement planning process, the lack of formal or informal district level evaluation of professional development limits the use of results as part of the needs assessment process for the next school year's district professional development planning process or to discontinue professional development not demonstrating improvements in student performance. Information concerning the effectiveness of professional development is gathered informally through the strategic planning and school improvement process and through school representatives on the district's professional development council as well as the close communication among district administrators.

Level	District	Strand Evaluation	Rating
		3.4.6. Expenditures: The district documents the total expenditure of resources by category for professional development and is in compliance with s. 1012.98 F.S. and any proviso language governing the state supported professional development activities.	3

Findings:

The district established a computer program to track 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. They also must track expenditures by the district's strategic plan, another system for the same dollars. Additional professional development fiscal resources include Title I funds, Eisenhower dollars, funds in instruction, Goals 2000 grants, ESE, FDLRS, and the ACEE provides financial resources. Extensive resources are devoted to improve reading instruction.

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		3.4.7. Student Gains:	The district demonstrates an overall increase in student achievement as measured by the Department's school grading system.	2

Findings:

The district's overall student performance level as demonstrated through weighted average school grades was marginal. The district level grade for 2005 was "C" and the total number of school grade points remained the same or decreased from the previous year.

Level	School	Strand	Planning	Rating
		2.1.1. School Needs Assessment:	The school conducts an annual needs assessment that includes a classroom-by-classroom analysis of disaggregated student achievement data by content area and skills, and surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.	3.2

Findings:

The use of a variety of sources of data appeared to be standard practice in the schools in planning for professional development at the school level. There were some instances of faculty surveys conducted for establishing teacher needs, and there was substantial evidence that school level disaggregated student achievement data was frequently used. The link to specific professional growth for teachers was not as clearly established. In some schools, the data did not reflect individual disaggregated classroom data.

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Level	School	Strand	Planning	Rating
2.1.2. Reviewing Professional Development Plans: The school administrator determines the extent to which each training activity on each IPDP for the previous year accomplished the student performance gains that were predicted to result from the training activity, and identifies any unmet needs or undelivered training.				2.8

Findings:

In most schools the Individual Professional Development Plans were regularly reviewed by the principal or his/her designee. Some instances were noted in which the principal was involved from the beginning of the development of the plans and used the IPDP process to assist the teacher in looking at the individual student data and determining the professional development needed to help the teacher make improvements in student learning. In other schools, however, the review was conducted in grade level groups and individual meetings with the teachers occurred on an as needed basis.

Level	School	Strand	Planning	Rating
2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator reviews the results from annual performance appraisals of faculty and uses these results in determining professional development for individual faculty members and the school.				3.2

Findings:

The district has integrated the Individual Professional Development Plan (IPDP) with a system of school improvement planning that serves as the annual performance appraisal system for all continuing contract teachers. Annual contract teachers continue to be reviewed using the Florida Performance Measurement System (FPMS). Consequently, most principals are directly aware of the professional development needs of the instructional staff based on performance appraisals and incorporate this information into the overall SIP plan as well as guidance for individual improvements, although some principals are just beginning to use this new planning system. Summarily, principals at many schools provided evidence that the annual appraisal data is considered when professional development needs are determined.

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Level	School	Strand	Planning	Rating
2.1.4. Coordinating with School Improvement Plan: The planning process for school-level professional development is conducted in conjunction with and considers needs, goals, and objectives identified in the School Improvement Plan to meet Goal 3, including training needed for school-wide or content area changes and improvements.				3.4

Findings:

There was substantial evidence across the district that School Improvement Plans were a driving force in planning for school-level professional development, providing further evidence of a data driven system focused on student achievement. The schools should be commended for considering the needs, goals and objectives identified in the School Improvement Plans to meet Goal 3 when planning for school-wide professional development or content area changes and improvements.

Level	School	Strand	Planning	Rating
2.1.5. Generating a School-wide Professional Development System: As part of the School Improvement Plan, the school administrator and School Advisory Council generate a school-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and school and district strategic planning.				3.0

Findings:

There was considerable variation in the process of generating a school-wide professional development system or even the existence of a school-wide professional development plan. In some schools, it appeared that the process simply consisted of “opening the components” in which the school planned to participate during the school year from the district Master In-service Plan. Other schools had also developed a coordinated calendar of professional development activities for the year or more commonly, the first semester. Although some schools provided convincing evidence that a system for ensuring appropriate planning and subsequent development of a comprehensive school wide plan for scientifically research-based professional development with appropriate focus was in place, in other schools such evidence was lacking.

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Level	School	Strand	Planning	Rating
2.1.6. Content:	Training activities in the plan focus primarily on the content areas specified in s. 1012.98 F.S.			3.6

Findings:

Most of the schools listed training activities that are directly related to the listed eight content areas. The district has made considerable effort to provide training that focuses primarily on the state standards and is to be commended for these efforts.

Level	School	Strand	Planning	Rating
2.1.7. Learning Communities:	The school organizes adults into learning communities whose goals are aligned with those of the school and district.			1.4

Findings:

Most principals and school staff were not familiar with the concept of learning communities. There were many instances of grade level and subject area groups meeting often and regularly and numerous citings of “Standards in Practice” sessions being perceived as learning communities. There were a few instances of true learning communities reported such as a group of eleven teachers at one elementary school voluntarily taking an online course entitled “Mosaic of Thought,” and meeting once a week over a period of several weeks, with rich discussion of the course concepts and subsequent application into their own classrooms. Principals reported that most small group work among faculty members was focused on planning, discussion of staff and student needs or on organizing to address curriculum or assessment issues, rather than on dialogue for use of new learning, sharing of best practices, or discussion of professional development issues.

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Level	School	Strand Delivery	Rating
2.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the objectives specified in the school's Professional Development System.			3.6

Findings:

The district and schools are to be commended for the strong relevance of the professional development delivered at the schools to the needs of the teachers. Most of the professional development recently provided at the school level was directly related to the planned professional development for the schools. Principals interviewed expressed their perceptions that the professional development offered was relevant to the needs of the teachers. The close alignment of school improvement needs with professional development planning and delivery resulted in strong relevance of the training received.

Level	School	Strand Delivery	Rating
2.2.2. 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.			3.4

Findings:

In most of the schools, principals reported that recent professional development sessions were conducted utilizing practical learning strategies. Overall, most sessions included demonstrations and modeling by the instructors, practice by the participants, and feedback on performance by the instructors or peers. When the sessions were short (in some cases 1.5 hours), time for practice and feedback was limited. In some schools, however, faculty members continued the practice and feedback in subsequent group meetings or planning times. Principals indicated that professional development instructors and facilitators frequently modeled the techniques that were being taught, and often the participating teachers took the role of student to make the training more pertinent. There were few reports of lecture-based, talking head delivery.

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Level	School	Strand Delivery	Rating
2.2.3. Sustained Training:		Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.	2.6

Findings:

Overall, deliberate efforts to sustain training were moderately evident. There appeared to be pockets of strong, sustained training, especially through the professional development generated and supported by the district such as the new reading and science initiatives. The more common pattern, however, appeared to be different topics on each early release day ending with little or no sustaining subsequent events. In some schools, the faculty met later to continue the staff development topic, although the continued study was not deliberate nor school driven, but rather something teachers organized on their own.

Level	School	Strand Delivery	Rating
2.2.4. Use of Technology:		Training is delivered through a variety of technologies that support individual learning.	2.0

Findings:

Although some training programs developed at the district level reflected a variety of technology in the delivery methods, most of the training appears to be lecture-delivered stand-up training with some limited use of PowerPoint. Professional development was not consistently delivered through a variety of technologies that support individual learning. Some professional development involved the use of computer software, presentation machines, and videos but most of the training did not use any technology. More complicated technologies, such as interactive varieties and computer generation, were not readily evident in the bulk of trainings that teachers attended.

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Level	School	Strand Delivery	Rating
2.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.			2.6

Findings:

Principals reported that although no set training days are provided in the district-wide calendar, there is the expectation that two of the four preplanning days will be used for professional development. During the school year, sub teachers are provided to release teachers from classroom responsibilities to attend some training. Subs are also provided so that mentors can be in the classrooms with mentees. Schools are encouraged to ensure that days set aside for professional development are not heavily scheduled with other activities.

Level	School	Strand Delivery	Rating
2.2.6. Dollar Resources: Sufficient dollar resources are available to implement the planned professional development.			1.6

Findings:

Principals reported that the funds they used to have allocated for professional development are no longer earmarked and can be spent as determined by each school. Although one school had additional Title I funds, other schools expressed their concern that the district has recently diverted 50% of the professional development dollars into other programs.

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Level	School	Strand	Delivery	Rating
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 in-service points for school faculty and administrators.				3.6

Findings:

The district is to be commended on maintaining up-to-date records for all professional development including certification and inservice points that is easily accessible by school faculty and administrators. Principals reported and demonstrated to reviewers that inservice points are tracked through a computer system that is online and easily accessible. Teachers have access their own points, and principals can call up information from the system as needed. The Teacher Certification Office notifies teachers approaching their five-year renewal period, keeps track of points, and submits the paperwork for renewal.

Level	School	Strand	Follow-Up	Rating
2.3.1. Transfer to Students: The participants use the knowledge and skills learned in training to instruct students in the classroom.				3.0

Findings:

Many principals and/or their designee reported formal and informal methods validating the teachers' transfer of skills and knowledge gained from professional development programs to their students. One administrator reported visiting classrooms to observe teachers teaching students how to use computer software that had been part of a professional development session for all of the teachers from the technology trainer on campus. Other administrators shared lesson plans that included strategies teachers had learned from training in which they had participated. In some situations, teacher-made tests were used to document the transfer to students, as in the example of a trigonometry teacher who received training in specific skills that were tracked on her students' test results. In some schools, frequent formal and informal observations were made by the administration to see how the teachers were implementing what they learned during professional development days. Some principals attended grade level meetings, leader meetings, etc. and listened to discussions in reference to how effective the professional development was that they implemented in their classrooms. Principals expressed their perceptions that with more teachers transferring knowledge and skills that they gain to the classroom, a greater impact will be seen in student achievement.

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Level	School	Strand Follow-Up	Rating
		2.3.2. Coaching and Mentoring: The trainers or others provide support and assistance through coaching and mentoring to the participants 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.	2.2

Findings:

Principals indicated that although a few teachers are involved in coaching or mentoring activities related to their professional development, many others do not receive these services. District staff are available to provide additional assistance in the form of coaching and mentoring if requested, but there aren't enough district staff available to provide the services to all teachers trained. Overall, although the district has coaching and mentoring programs in operation for its new science initiative, most teachers are not receiving such assistance at the classroom level.

Level	School	Strand Follow-Up	Rating
		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.	1.4

Findings:

The district does not maintain a website for professional development follow-up or include web-based follow-up for the major training programs. Trainers are encouraged to provide follow-up through e-mails, but no consistent method is in place to ensure this practice. It is evident, however, that some web-based assistance is available and being used by a few teachers as follow-up to some of their professional development programs. The district may consider providing more support mechanisms to emphasize the necessity of implementation of new initiatives through technology.

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Level	School	Strand Evaluation	Rating
		2.4.1. Implementing the System: The school conducts an evaluation that documents that the school-wide Professional Development System was implemented as written or revised and that faculty members applied the newly learned knowledge and skills in the classroom.	2.2

Findings:

Principals reported informal rather than formal evaluation systems in place at the school level. A few principals reported using classroom observations to determine if teachers were using the new skills in the classroom. There was little evidence that principals required teachers to document their transfer of new skills into the classroom. One example in the area of technology was cited of a principal who set an expectation that teachers would be using a new presentation station when the principal came in for classroom observation. Generally, however, administrators seldom review implementation of new skills, and when this happens it is usually through a very informal, undocumented process.

Level	School	Strand Evaluation	Rating
		2.4.2. Student Changes: The evaluation documents that the professional development accessed contributed to expected student performance gains.	2.0

Findings:

In this district, there is strong emphasis at the school level on student achievement data. There is convincing evidence that schools across all levels document overall the performance levels of students. There is little evidence, however, to show a direct link between student achievement and the professional development the teachers received. A few principals require teachers to present to them charts and graphs, or portfolios of student work on student test results that document student changes following the implementation of new programs and skills. Other administrators only talk to teachers about the implementation of new skills but require no documentation showing the link between new skills implemented by the teachers and performance levels of students.

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Level	School	Strand Evaluation	Rating
		2.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, action research, and checklists of student performance when appropriate.	2.2

Findings:

Most schools in this district are implementing planning systems that are driven by the FCAT and other standardized achievement tests, as well as district achievement tests. Measures cited were teacher constructed tests, portfolios of student work and performance checklists. Overall, however, evaluations linking professional development to student performance level are extremely limited.

Level	School	Strand Evaluation	Rating
		2.4.4. Use of Results: The school administrator and School Advisory Council use the results of the school-level evaluation as part of the needs assessment process for the next school year's professional development planning process and to eliminate ineffective programs and strategies and expand effective ones.	2.2

Findings:

There was little evidence of a direct link between student achievement and professional development for teachers. This gap resulted in a lack of an organized method to evaluate the effectiveness of this year's professional development to plan for next year's professional development. Few examples were identified of the need to or decisions to eliminate professional development that had no effect on improving student performance, in part due to the lack of evidence linking professional development received to direct measures of student performance. The use of the IPDP results were misdirected and not used to determine whether or not to continue with the professional development because no link was made to student performance.

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Level	School	Strand Evaluation	Rating
		2.4.5. Expenditures: The school administrator documents the total expenditure of resources by category for professional development and is in compliance with statute 1012.98 and any proviso language governing the state supported professional development activities.	2.2

Findings:

In this district, there was little evidence presented that the schools had documented expenditures for professional development at the school level by the eight legislatively-mandated categories cited in this standard. No system existed at the school level to generate such expenditure reports easily. There were very few examples of schools that took the extra effort to calculate by hand the professional development expenditures by the categories. Most principals stated that to calculate the expenditures would take extensive effort with little payoff for their decision-making. Since an organized system does not exist, the district should be encouraged to assist schools in this accounting process. Monies spent on professional development were reported coming from other sources such as title and grant monies as well as school improvement funds, but were not usually documented by the categories required in this standard.

Level	Faculty	Strand Planning	Rating
		1.1.1. Individual Needs Assessment: The faculty member reviews classroom-level reports of disaggregated student achievement data by content area and skills in addition to school initiatives, the School Improvement Plan, teacher certification needs, professional growth interests, and other information to identify individual needs for additional professional development.	3.4

Findings:

Faculty in the school district indicated that as part of their planning process they performed an individual needs assessment that reflected classroom-level reports of disaggregated student achievement data, school initiatives, the school's School Improvement Plan, teacher certification needs, areas of professional growth interests as well as individual needs for additional professional development. Teachers consistently rated this activity as either good or excellent.

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Level	Faculty	Strand	Planning	Rating
1.1.2. Administrator Review: The faculty member meets with the school administrator to determine any additional training needs based on performance appraisal data and school or grade level priorities.				3.6

Findings:

Most of the teachers interviewed indicated that there was a single meeting held at the end of the year to review individual professional development plans (IPDPs). This meeting was incorporated into the performance appraisal meeting. Some schools used a process of having their IPDPs reviewed by the principal on an ongoing, individual basis. Practices in other schools included principals or their designees signing off on approval of the IPDPs all on one day, while others completed and signed the plans just the week prior to the visit. In secondary schools often the organizational structure of departments and their chairs served as the vehicle for conducting the review of IPDPs as a group activity.

Level	Faculty	Strand	Planning	Rating
1.1.3. Priority of Needs: First priority in determining professional development is given to needs identified through disaggregated classroom-level student achievement data.				3.0

Findings:

Although priority was given to professional development based on student achievement data, schools varied in the extent these data are being disaggregated by race, ethnicity, gender or the lowest percentile students.

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Level	Faculty	Strand	Planning	Rating
1.1.4. Individual Professional Development Plan: The Individual Professional Development Plan (IPDP) is directly related to specific student performance data for those areas to which the teacher is assigned, contains clearly defined training objectives, specifies measurable improvement in student performance resulting from the training activity, and includes an evaluation component documenting the expected student performance gains.				3.0

Findings:

Most schools were providing classroom and grade level subject area data for use in planning the IPDP. The IPDP was to a great degree directly related to specific student performance data for those areas to which the teacher is assigned, contains clearly defined training objectives, and specifies measurable improvement in student performance. The plans included an evaluation component with measurement of the extent to which training activity accomplished the intended outcome of the professional development, although often there was not a predicted student achievement improvement statement.

Level	Faculty	Strand	Planning	Rating
1.1.5. Content: Training activities in the plan focus primarily on the content areas specified in s. 1012.98 F.S.				3.2

Findings:

Professional development activities in the plan focus primarily on: the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety. Professional development activities were not identified or approved by principals if they did not fall into one of these categories.

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Level	Faculty	Strand	Planning	Rating
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.				1.2

Findings:

Most teachers interviewed were not familiar with the concept of learning communities. They reported that most small group work among faculty members was focused on planning, discussion of staff and student needs or on organizing to address curriculum or assessment issues, rather than on dialogue for use of new learning, sharing of best practices, or discussion of professional development issues.

Level	Faculty	Strand	Delivery	Rating
1.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the objectives specified in the IPDP.				3.4

Findings:

The objectives of the delivered professional development reflected directly the objectives specified in the Professional Development Plan (PDP). Most teachers reported that the professional development they had received reflected the needs they had for new and improved skills. The PDP, however, almost always represented a fraction of the training that any particular teacher might be involved in taking.

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Level	Faculty	Strand	Delivery	Rating
1.2.2. 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.				3.2

Findings:

In most cases, teachers interviewed indicated that the delivery of the professional development sessions they attended were appropriate to the intended goal of the training and the teachers' needs. Sessions were not merely "talking heads" or lecture format. Instructors typically taught the sessions using techniques and strategies that teachers were expected to use with students. Instructors employed modeling and guided practice as key presentation techniques. Additionally, feedback was often provided to participants to help "hone" or enhance their skills prior to taking the skills learned back to the classroom. In most cases, clear efforts were made to have teachers experience and practice the learning.

Level	Faculty	Strand	Delivery	Rating
1.2.3. Sustained Training: Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the faculty member.				2.8

Findings:

Although some trainings offered to teachers were limited or one day sessions, most teachers interviewed indicated that the professional development offered on core content topics were sufficiently sustained. In many cases, teachers discussed professional development that was held in multiple sessions throughout a period of time. Teachers indicated that these trainings allowed the implementation of skills in the classroom and an opportunity for feedback at a following session. Additionally, many sessions were multiple days and allowed for intense learning as well as feedback.

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Level	Faculty	Strand	Delivery	Rating
1.2.4. Use of Technology: Training is delivered through a variety of technologies that support individual learning.				2.8

Findings:

Professional development was not consistently delivered through a variety of technologies that support individual learning. Some professional development involved the use of computer software, presentation machines, and videos but most of the training did not use any technology. More complicated technologies, such as interactive varieties and computer generation, were not readily evident in the bulk of trainings that teachers attended.

Level	Faculty	Strand	Delivery	Rating
1.2.5. Time Resources: Sufficient time resources are available to implement the planned professional development.				2.4

Findings:

While some initiatives, such as the new reading program, provide job-embedded training through release time during the work day, the majority of the professional development is delivered after school or during the summer with stipends provided to teachers. Although no set training days are provided in the district-wide calendar, there is the expectation that two of the four preplanning days will be used for professional development. During the school year, sub teachers are provided to release teachers from classroom responsibilities to attend some training. Subs are also provided so that mentors can be in the classrooms with mentees. Schools are encouraged to ensure that days set aside for professional development are not heavily scheduled with other activities.

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Level	Faculty	Strand	Delivery	Rating
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 in-service points.				4.0

Findings:

All teachers interviewed indicated that professional development records are easily accessed and updated frequently. Teachers receive a copy of professional development records at the start of each school year. Additional records can be obtained by calling the District office and/or asking the school level Professional Development representative, and these requested records are provided quickly and efficiently.

Level	Faculty	Strand	Follow-Up	Rating
1.3.1. Transfer to Students: The faculty member uses the knowledge and skills learned in training to instruct students in the classroom.				2.6

Findings:

Some faculty members indicated that they use the knowledge and skills learned in professional development to instruct students in the classroom, but others said the skills learned were not applicable in their rooms. Although some administrators observed their teaching, and reviewed lesson plans to determine the extent to which they were implementing the new skills, most did not check to see if skills were used in classrooms. Middle and high school faculty were less certain than elementary school staff that they were able to implement what they were taught within their classrooms.

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Level	Faculty	Strand	Follow-Up	Rating
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.				2.6

Findings:

Faculty perceptions of the quality of follow-up support varied greatly between schools. The trainers of some programs or other school-based staff provided good or excellent support and assistance through coaching and mentoring to the faculty member to ensure appropriate application of the knowledge and skills in the classroom. These programs continued this support as needed until participants were implementing the new knowledge and skills correctly. Most professional development programs did not provide this type of support at all.

Level	Faculty	Strand	Follow-Up	Rating
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.				1.8

Findings:

Faculty members were generally unaware of web-based resources, assistance, and discussion groups available to provide follow-up support related to the training completed. A few teachers reported receiving e-mail addresses from trainers, but had no follow-up assistance after the conclusion of the professional development.

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Level	Faculty	Strand	Evaluation	Rating
		1.4.1. Implementing the Plan:	The faculty member and school administrator conduct an evaluation that documents that the IPDP was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.	2.8

Findings:

The degree to which evaluation activities were planned for and occurred varied greatly from school to school. The extent to which faculty members and school administrators conducted an evaluation that documented that the IPDPs were implemented as written or revised varied according to the administrator’s policies and to some extent the size of the school with smaller schools evidencing greater implementation. All of the IPDPs observed were signed by an administrator to document that the activities were completed. Sometimes this process involved a conference between the faculty member and the administrator, and other times it was solely an exchange of paperwork.

Level	Faculty	Strand	Evaluation	Rating
		1.4.2. Student Changes:	The faculty member documents the professional development accessed contributed to expected student performance gains.	2.4

Findings:

Some faculty members document student performance gains resulting from an accumulation of professional development and other professional development activities. Some faculty compared results with the results that were predicted to occur. While many of the teachers talked about their perceptions that their participation in professional development activities positively impacted student performance, little documentation linking student changes to professional development was offered.

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Level	Faculty	Strand	Evaluation	Rating
		1.4.3. Evaluation Methods:	Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, and checklists of student performance when appropriate.	3.0

Findings:

Evaluations of the effect of professional development on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, and through assessments that accompany specific programs.

Level	Faculty	Strand	Evaluation	Rating
		1.4.4. Action Research:	Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.	1.8

Findings:

Little or no action research was observed to be occurring. Isolated instances were noted of schools that are participating with a university in researching pilot programs. Teachers, however, indicated that they had all they could do to meet state and local curriculum requirements and did not have time to design a formal research project.

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Level	Faculty	Strand	Evaluation	Rating
1.4.5. Use of Results:			The faculty member uses the results of the IPDP evaluation as part of the needs assessment process for the next school year's IPDP development and to eliminate ineffective programs and strategies and expand effective ones.	2.6

Findings:

More than half of the schools faculties indicated that results from the PDPs were used either formally or informally as a part of the needs assessment process for the following year. It should be noted, however, that ratings ranged from unacceptable to excellent with at least one school in each rating category.