

Florida Department of Education

Professional Development System Evaluation Protocol

Cross-District Analysis, First Cycle Technical Report

by

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Summer 2006



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Introduction

The 2000 Florida Legislature enacted new legislation to improve the quality of the professional development system for public education, building on major changes enacted in the 1998 and 1999 legislative sessions. The law and subsequent revisions required the Department of Education to design and disseminate methods by which the state and district school boards may evaluate and improve the professional development system. Following a year-long development and pilot testing effort, in the spring of 2003, the Florida Professional Development System Evaluation Protocol was initiated with reviews of five local school districts. A complete cycle of reviews for all 67 Florida districts was completed in the spring of 2006.

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

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

The Professional Development System Evaluation Protocol is based on a set of standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida's laws. These standards have been generated from the statements in Florida's laws as well as the professional development standards generated by the *National Staff Development Council (NSDC)* entitled *Standards for Staff Development*. The 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

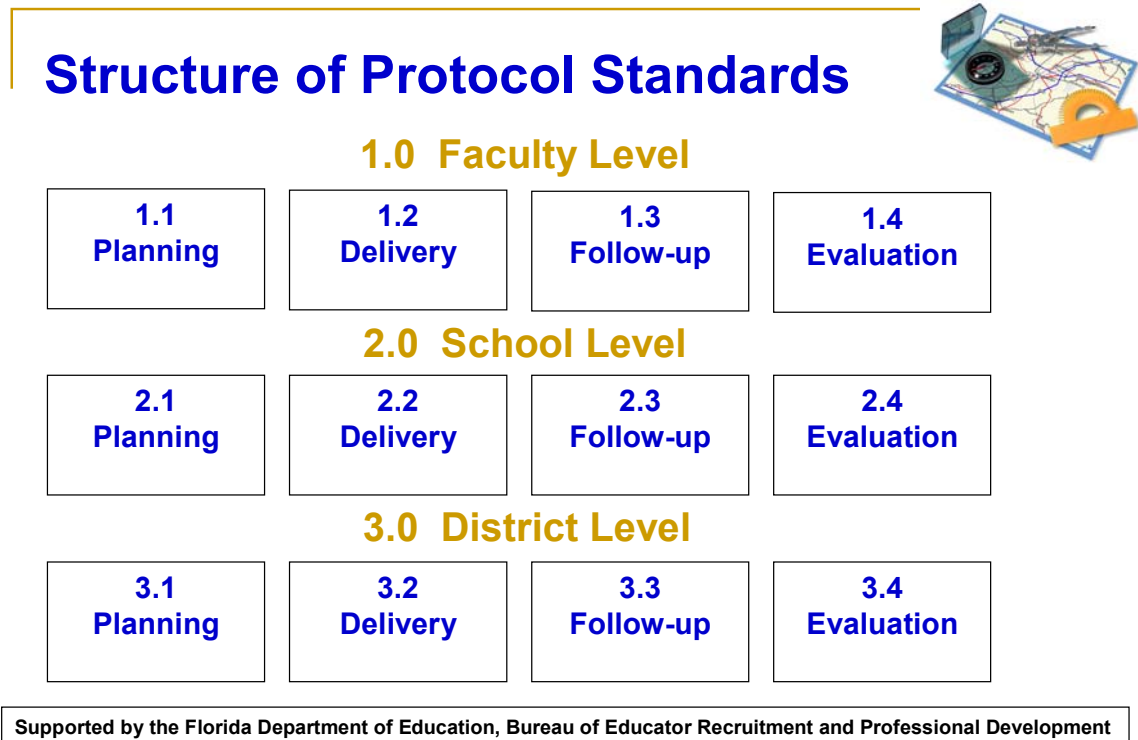
Figure 1 presents a schematic displaying the three levels and four strands. Note that the Florida Department of Education, Bureau of Educator Recruitment, Development and Retention, provides support and assistance for professional development activities and services in Florida’s public school districts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

The system is described in detail in the document entitled *Professional Development System Evaluation Protocol: Protocol System, 2004*. As displayed in Table 1, the scale used for judging each rating is a 4-point scale ranging from unacceptable to excellent. The midpoint on this scale is 2.5.

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)

Two previous reports presented results of a cross-district analysis on the first sets of district reviews. This report contains a cumulative cross-district analysis of the combined results from all 67 district reviews conducted in the first cycle, with contrasts between the first round (16 reports from visits in the spring of 2003 and the 2003-04 school year), the second round (25 reports generated in the 2004-05 school year), and the third round (26 visits conducted in the 2005-06 school year).

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?



Statistical Findings

Two sections of this report present findings. First, an analysis is presented in this section of statistical results and quantitative findings from the reviews for the first cycle. The following section of findings consists of qualitative findings from an examination of report narratives across districts by strand and level, highlighting the current status of district implementation of the various standards.

Mean Ratings by Standard

Table 2 presents the mean results across all 67 districts for each standard with comparisons for the first, second, and third rounds in rank order from the highest average to the lowest. Table 3 presents the same results in order by standards from the faculty level to the district level. The cross-district averages for all districts ranged from **3.82** for Content at the district level to **1.35** for the use of Action Research at the faculty level. The overall average across all standards was **2.97**, or almost one-half rating point above the midpoint of 2.5 on the scale that ranged from 1 to 4.



Table 2				
Rank Order of Standards by Average Rating, First Cycle Sets				
Standard	All	1 st 16 Avg	2 nd 25 Avg	3 rd 26 Avg
3.1.3. Content	3.82	3.81	3.84	3.81
3.2.7. Coordinated Records	3.82	3.63	3.8	3.96
2.2.7. Coordinated Records	3.71	3.54	3.75	3.78
1.2.6. Coordinated Records	3.68	3.48	3.74	3.74
2.1.6. Content	3.66	3.43	3.63	3.83
3.2.8. Leadership	3.54	3.56	3.44	3.62
3.2.2. Learning Strategies	3.51	3.5	3.44	3.58
3.2.4. Use of Technology	3.49	3.13	3.55	3.65
2.1.4. Coordinating with School Improvement Plan	3.48	3.31	3.46	3.61
3.2.1. Relevance of Professional Development	3.48	3.44	3.48	3.50
1.1.5. Content	3.47	3.38	3.45	3.53
2.2.1. Relevance of Professional Development	3.4	3.26	3.43	3.46
3.2.6. Dollar Resources	3.4	3.75	3.48	3.12
1.2.2. Learning Strategies	3.36	3.29	3.36	3.41
2.2.2. Learning Strategies	3.36	3.31	3.39	3.37
1.2.4. Use of Technology	3.31	3.06	3.34	3.44
1.3.1. Transfer to Students	3.31	3.15	3.25	3.47
2.2.4. Use of Technology	3.31	3.11	3.33	3.41
2.1.1. School Needs Assessment	3.27	3.26	3.25	3.30
2.2.6. Dollar Resources	3.26	3.15	3.39	3.19
1.2.1. Relevance of Professional Development	3.25	3.23	3.26	3.26
3.1.1. District Needs Assessment	3.25	3.31	3.12	3.35
3.2.5. Time Resources	3.25	3.44	3.2	3.19
3.2.9. Growing the Organization	3.25	3.38	3.24	3.19
1.1.2. Administrator Review	3.24	3.1	3.24	3.33
2.1.2. Reviewing Professional Development Plans	3.24	3.14	3.20	3.33
2.3.1. Transfer to Students	3.17	2.98	3.16	3.30
2.2.5. Time Resources	3.16	3.04	3.20	3.20
1.2.5. Time Resources	3.15	2.95	3.24	3.17
3.2.3. Sustained Training	3.07	3.06	3.04	3.12
2.2.3. Sustained Training	3.05	2.91	3.00	3.18
1.2.3. Sustained Training	3.04	2.93	2.98	3.17
3.4.7. Student Gains	3.04	3.50	2.81	3.00
1.1.1. Individual Needs Assessment	3.03	2.77	3.13	3.10
2.1.5. Generating a School-wide Professional Development System	3.03	2.83	3.00	3.18
3.1.2. Generating a District-wide Professional Development System	3.03	2.94	3.12	3.00



Table 2 (Continued)				
Rank Order of Standards by Average Rating, First Cycle Sets				
Standard	All	1 st 16 Avg	2 nd 25 Avg	3 rd 26 Avg
1.1.3. Priority of Needs	2.99	2.93	2.98	3.03
3.1.4. Trainers	2.94	2.94	2.96	2.92
2.1.3. Reviewing Annual Performance Appraisal Data	2.87	2.69	2.87	2.99
3.3.2. Coaching and Mentoring	2.87	2.75	2.92	2.88
3.3.1. Transfer to Students	2.84	2.31	2.95	3.04
1.4.1. Implementing the Plan	2.83	2.69	2.96	2.80
2.3.2. Coaching and Mentoring	2.81	2.56	2.85	2.91
2.4.1. Implementing the System	2.79	2.68	2.78	2.88
2.4.4. Use of Results	2.79	2.75	2.77	2.83
3.3.4. Follow-up Coordination	2.79	2.73	2.68	2.92
1.4.3. Evaluation Methods	2.77	2.75	2.82	2.73
2.4.3. Evaluation Methods	2.74	2.61	2.77	2.79
1.1.4. Individual Professional Development Plan	2.71	2.51	2.7	2.83
1.4.2. Student Changes	2.71	2.58	2.81	2.68
1.4.5. Use of Results	2.66	2.56	2.67	2.72
3.4.6. Expenditures	2.66	3.06	2.69	2.38
2.4.2. Student Changes	2.65	2.49	2.66	2.74
1.3.2. Coaching and Mentoring	2.53	2.44	2.58	2.54
3.4.1. Implementing the System	2.45	2.38	2.44	2.50
3.4.4. Evaluation Methods	2.36	2.19	2.52	2.31
3.4.5. Use of Results	2.34	2.19	2.48	2.31
3.3.3. Web-based Resources and Assistance	2.27	2.13	2.4	2.23
3.4.2. Transfer into Classroom	2.25	2.00	2.59	2.08
3.4.3. Student Changes	2.22	2.13	2.47	2.04
2.1.7. Learning Communities	2.20	2.06	2.19	2.28
1.3.3. Web-based Resources and Assistance	2.09	2.08	2.13	2.05
2.3.3. Web-based Resources and Assistance	2.09	2.03	2.18	2.04
2.4.5. Expenditures	2.06	2.23	1.88	2.13
1.1.6. Learning Communities	2.01	1.96	1.95	2.09
1.4.4. Action Research	1.35	1.34	1.30	1.40
Average across All Standards	2.97	2.87	2.98	3.00



Table 3 Standards by Average Rating in Numbered Order				
Standard	All	1 st 16 Avg	2 nd 25 Avg	3 rd 26 Avg
1.1.1. Individual Needs Assessment	3.03	2.77	3.13	3.10
1.1.2. Administrator Review	3.24	3.10	3.24	3.33
1.1.3. Priority of Needs	2.99	2.93	2.98	3.03
1.1.4. Individual Professional Development Plan	2.71	2.51	2.70	2.83
1.1.5. Content	3.47	3.38	3.45	3.53
1.1.6. Learning Communities	2.01	1.96	1.95	2.09
1.2.1. Relevance of Professional Development	3.25	3.23	3.26	3.26
1.2.2. Learning Strategies	3.36	3.29	3.36	3.41
1.2.3. Sustained Training	3.04	2.93	2.98	3.17
1.2.4. Use of Technology	3.31	3.06	3.34	3.44
1.2.5. Time Resources	3.15	2.95	3.24	3.17
1.2.6. Coordinated Records	3.68	3.48	3.74	3.74
1.3.1. Transfer to Students	3.31	3.15	3.25	3.47
1.3.2. Coaching and Mentoring	2.53	2.44	2.58	2.54
1.3.3. Web-based Resources and Assistance	2.09	2.08	2.13	2.05
1.4.1. Implementing the Plan	2.83	2.69	2.96	2.80
1.4.2. Student Changes	2.71	2.58	2.81	2.68
1.4.3. Evaluation Methods	2.77	2.75	2.82	2.73
1.4.4. Action Research	1.35	1.34	1.30	1.40
1.4.5. Use of Results	2.66	2.56	2.67	2.72
2.1.1. School Needs Assessment	3.27	3.26	3.25	3.30
2.1.2. Reviewing Professional Development Plans	3.24	3.14	3.20	3.33
2.1.3. Reviewing Annual Performance Appraisal Data	2.87	2.69	2.87	2.99
2.1.4. Coordinating with School Improvement Plan	3.48	3.31	3.46	3.61
2.1.5. Generating a School-wide Professional Development System	3.03	2.83	3.00	3.18
2.1.6. Content	3.66	3.43	3.63	3.83
2.1.7. Learning Communities	2.20	2.06	2.19	2.28
2.2.1. Relevance of Professional Development	3.40	3.26	3.43	3.46
2.2.2. Learning Strategies	3.36	3.31	3.39	3.37
2.2.3. Sustained Training	3.05	2.91	3.00	3.18
2.2.4. Use of Technology	3.31	3.11	3.33	3.41
2.2.5. Time Resources	3.16	3.04	3.20	3.20
2.2.6. Dollar Resources	3.26	3.15	3.39	3.19
2.2.7. Coordinated Records	3.71	3.54	3.75	3.78



Table 3 (Continued)				
Standards by Average Rating in Numbered Order				
Standard	All	1 st 16 Avg	2 nd 25 Avg	3 rd 26 Avg
2.3.1. Transfer to Students	3.17	2.98	3.16	3.30
2.3.2. Coaching and Mentoring	2.81	2.56	2.85	2.91
2.3.3. Web-based Resources and Assistance	2.09	2.03	2.18	2.04
2.4.1. Implementing the System	2.79	2.68	2.78	2.88
2.4.2. Student Changes	2.65	2.49	2.66	2.74
2.4.3. Evaluation Methods	2.74	2.61	2.77	2.79
2.4.4. Use of Results	2.79	2.75	2.77	2.83
2.4.5. Expenditures	2.06	2.23	1.88	2.13
3.1.1. District Needs Assessment	3.25	3.31	3.12	3.35
3.1.2. Generating a District-wide Professional Development System	3.03	2.94	3.12	3.00
3.1.3. Content	3.82	3.81	3.84	3.81
3.1.4. Trainers	2.94	2.94	2.96	2.92
3.2.1. Relevance of Professional Development	3.48	3.44	3.48	3.50
3.2.2. Learning Strategies	3.51	3.50	3.44	3.58
3.2.3. Sustained Training	3.07	3.06	3.04	3.12
3.2.4. Use of Technology	3.49	3.13	3.55	3.65
3.2.5. Time Resources	3.25	3.44	3.20	3.19
3.2.6. Dollar Resources	3.40	3.75	3.48	3.12
3.2.7. Coordinated Records	3.82	3.63	3.80	3.96
3.2.8. Leadership	3.54	3.56	3.44	3.62
3.2.9. Growing the Organization	3.25	3.38	3.24	3.19
3.3.1. Transfer to Students	2.84	2.31	2.95	3.04
3.3.2. Coaching and Mentoring	2.87	2.75	2.92	2.88
3.3.3. Web-based Resources and Assistance	2.27	2.13	2.40	2.23
3.3.4. Follow-up Coordination	2.79	2.73	2.68	2.92
3.4.1. Implementing the System	2.45	2.38	2.44	2.50
3.4.2. Transfer into Classroom	2.25	2.00	2.59	2.08
3.4.3. Student Changes	2.22	2.13	2.47	2.04
3.4.4. Evaluation Methods	2.36	2.19	2.52	2.31
3.4.5. Use of Results	2.34	2.19	2.48	2.31
3.4.6. Expenditures	2.66	3.06	2.69	2.38
3.4.7. Student Gains	3.04	3.50	2.81	3.00
Average across All Standards	2.97	2.87	2.98	3.00

Lowest and Highest Standard Deviations and Ratings

Standard deviations were also calculated to determine the spread of the ratings around the average. Standard deviations ranged between .40 and .80 for 52 of the 66 standards. These fairly high levels of consistency most likely reflected an even-handed application of the standards. As displayed in Table 4 and Figures 2 and 3, four standards had standard deviations below .40, and 10 standards had standard deviations above .80. The lowest standard deviation was .37 on Standard 1.2.2 – Learning Strategies at the faculty level, and the highest was 1.25 on Standard 3.4.6 – Expenditures at the district level. Seven of the standards with the highest standard deviations were clustered in the Evaluation strand at the district level. These standard deviations indicate that there are greater differences across the state in the levels of performance of districts in the area of evaluation of professional development than in the other strands.

Table 4			
Lowest and Highest Standard Deviations			
Lowest Standard Deviations		Highest Standard Deviations	
1.2.2 – Learning Strategies	.37	3.4.6 – Expenditures	1.25
2.2.7 – Coordinated Records	.38	3.4.2 – Transfer into Classroom	1.02
1.3.1 – Transfer to Students	.39	3.4.5 – Use of Results	.96
2.1.6 – Content	.39	3.4.1 – Implementing the System	.91
		3.4.7 – Student Gains	.90
		3.4.4 – Evaluation Methods	.88
		3.1.4 – Trainers	.87
		2.4.5 – Expenditures	.85
		3.4.3 – Student Changes	.83
		3.3.4 – Follow-up Coordination	.81

Table 5 presents the highest rated standards. Seven standards received average ratings at 3.5 or higher, including all three of the standards addressing coordinated records for inservice training, and two of the standards on the content of the professional development being directly related to the eight areas specified in state law. A total of 53 of the 66 standards (80%) received average ratings at or above the midpoint of the scale of 2.5. The lowest rated standards are presented in Table 6. One standard received an average rating below 2.0: Action Research. Overall, ratings on most standards exceeded the midpoint of the scale, indicating that a majority of the 67 districts received good and excellent ratings.

Figure 2

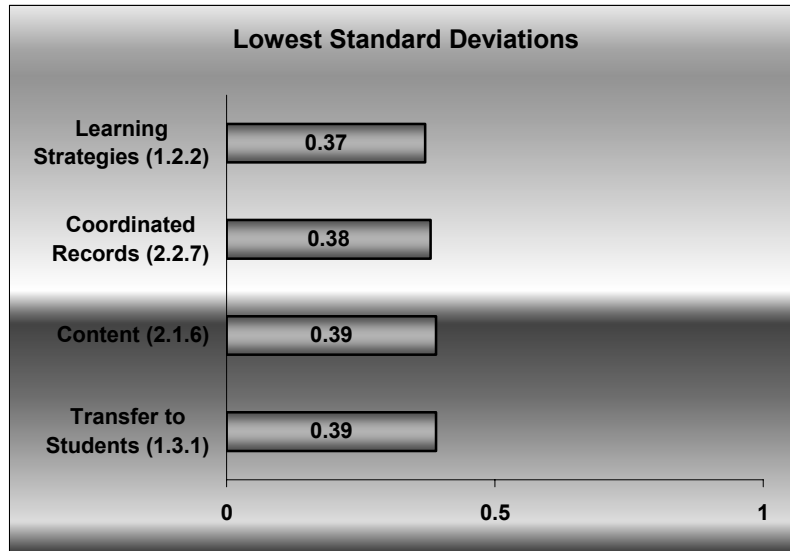


Figure 3

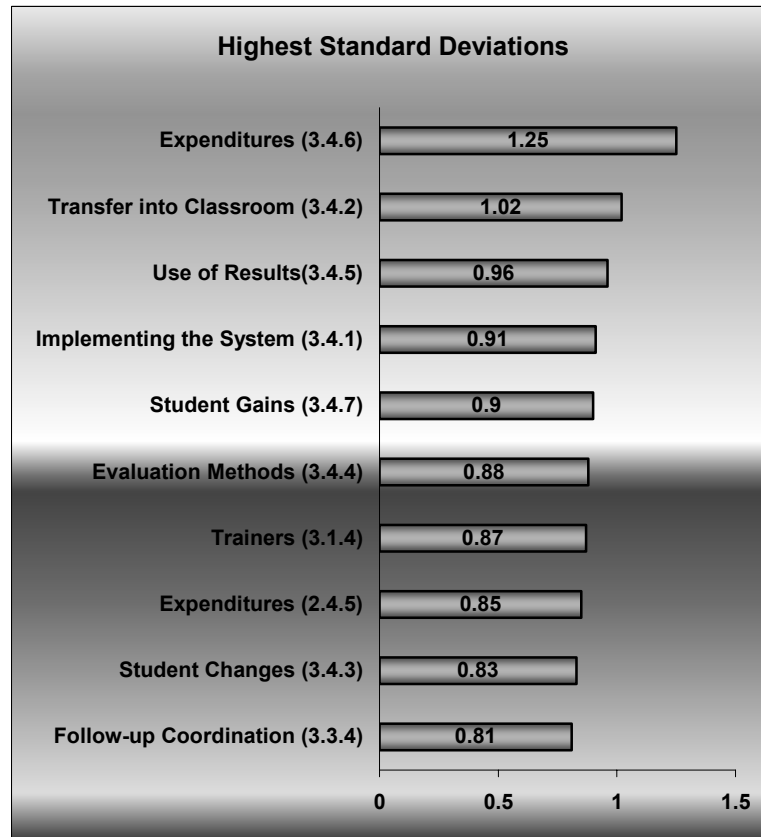




Table 5 Standards with Highest Average Ratings	
Standard	Average Rating
3.1.3. Content: Training activities in the district’s Professional Development System focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.	3.82
3.2.7. Coordinated Records: The district maintains up-to-date records for all professional development including certification and inservice points that are easily accessible by school faculty and administrators.	3.82
2.2.7. Coordinated Records: The school administrators can easily access the district-maintained up-to-date records for all professional development including certification and inservice points for school faculty and administrators.	3.71
1.2.6. Coordinated Records: The school faculty can easily access the district-maintained up-to-date records for all professional development including certification and inservice points.	3.68
2.1.6. Content: Training activities specified in the school’s professional development system focus primarily on: the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.	3.66
3.2.8. Leadership: The district recognizes and supports professional development as a key strategy for supporting significant improvements.	3.54
3.2.2. Learning Strategies: The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.	3.51



Standard	Average Rating
1.4.4. Action Research: Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.	1.35
1.1.6. Learning Communities: The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district.	2.01
2.4.5. Expenditures: The school administrator documents the total expenditure of resources for professional development and includes a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.	2.06
2.3.3. Web-based Resources and Assistance: The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.	2.09
1.3.3. Web-based Resources and Assistance: The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.	2.09
2.1.7. Learning Communities: The school organizes adults into learning communities whose goals are aligned with those of the school and district.	2.20

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

- ◆ Needs Assessment (3.1.1, 2.1.1, 1.1.1)
- ◆ Content (3.1.3, 2.1.6, 1.1.5)
- ◆ Relevance of Professional development (3.2.1, 2.2.1, 1.2.1)
- ◆ Learning Strategies (3.2.2, 2.2.2, 1.2.2)
- ◆ Sustained Training (3.2.3, 2.2.3, 1.2.3)
- ◆ Use of Technology (3.2.4, 2.2.4, 1.2.4)
- ◆ Time Resources (3.2.5, 2.2.5, 1.2.5)
- ◆ Coordinated Records (3.2.7, 2.2.7, 1.2.6)



Average Ratings by Strand, District Size, and Geographic Region

Table 7 presents the average ratings on the standards for each level (district, school, and faculty) by the four strands of the standards: Planning, Delivery, Follow-up, and Evaluation. These results demonstrate more positive ratings in the area of Delivery (3.36) across all three levels, and less positive ratings for follow-up (2.68) and Evaluation (2.51).

Level	Strand			
	Planning	Delivery	Follow-up	Evaluation
District	3.26	3.42	2.68	2.48
School	3.11	3.34	2.69	2.61
Faculty	2.91	3.30	2.64	2.46
All Levels	3.01	3.36	2.68	2.51

Table 8 presents the average ratings for all three years by level and strand. Shading indicates increases from one set of reviews to the next. These results are also displayed in Figures 4-7. Of the 32 comparisons, increases were noted for 29 or 91%. In other words, **91% of the successive years of site visits displayed increases in the strands and levels of the standards.** Upward trends were noted with small but consistent increases in the average ratings across time in almost all of the strands and levels.



Table 8				
Average Ratings by Strand, Level, and Year of Review				
	Planning	Delivery	Follow-up	Evaluation
District				
2003-04	3.25	3.43	2.44	2.49
2004-05	3.26	3.41	2.74	2.57
2005-06	3.27	3.44	2.77	2.37
School				
2003-04	2.96	3.19	2.53	2.55
2004-05	3.09	3.36	2.73	2.57
2005-06	3.22	3.37	2.75	2.67
Faculty				
2003-04	2.77	3.16	2.56	2.38
2004-05	2.91	3.32	2.65	2.51
2005-06	2.99	3.37	2.69	2.47
All Levels				
2003-04	2.99	3.26	2.51	2.47
2004-05	3.09	3.36	2.71	2.55
2005-06	3.16	3.39	2.74	2.50

*Shaded areas indicate increases in successive years of the reviews within the strand.

Figure 4

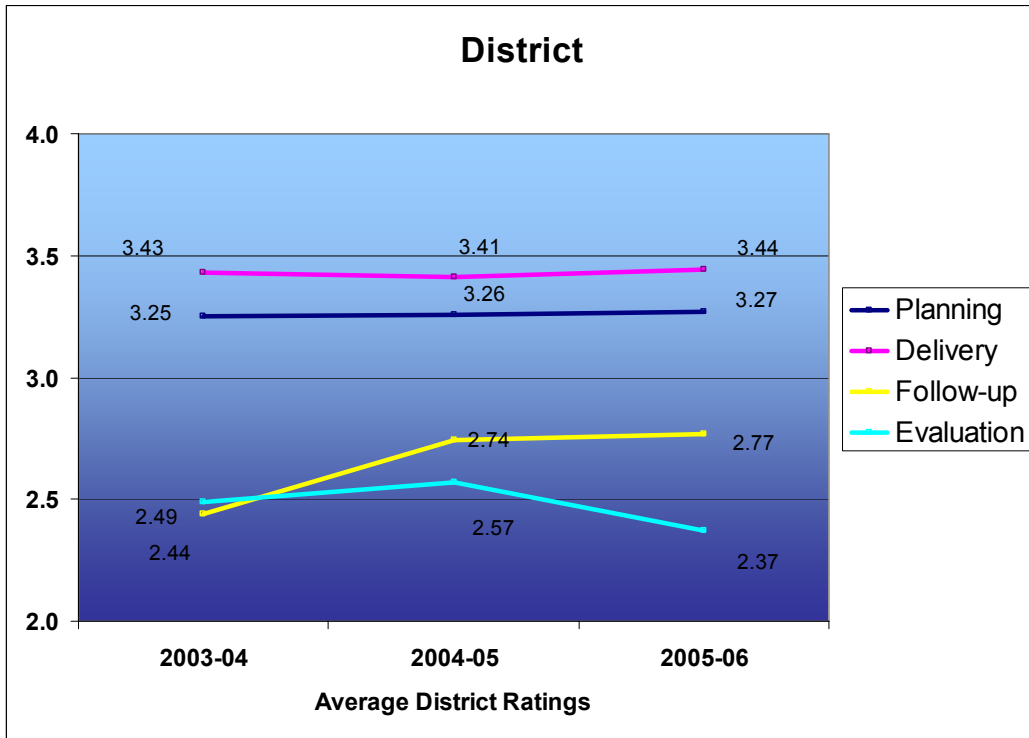


Figure 5

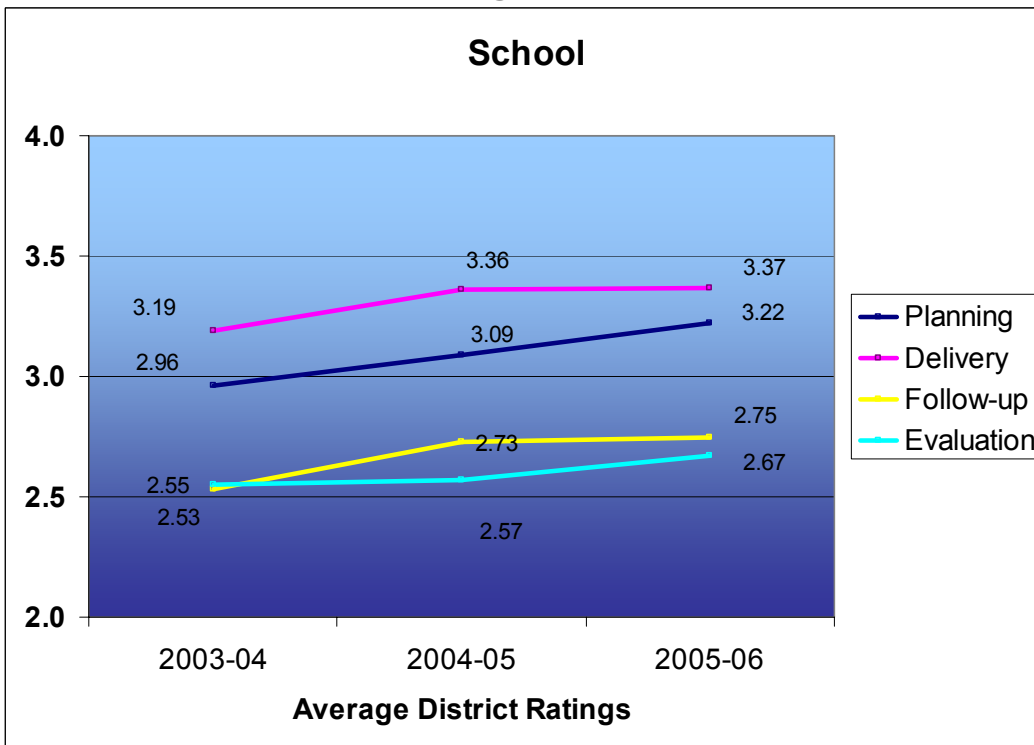


Figure 6

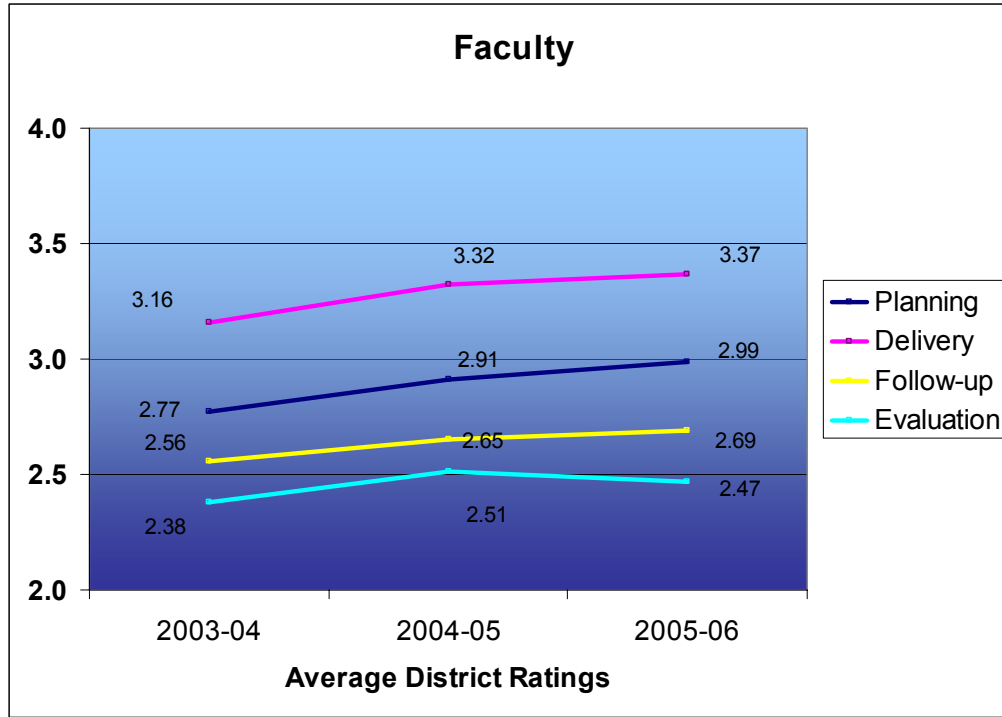
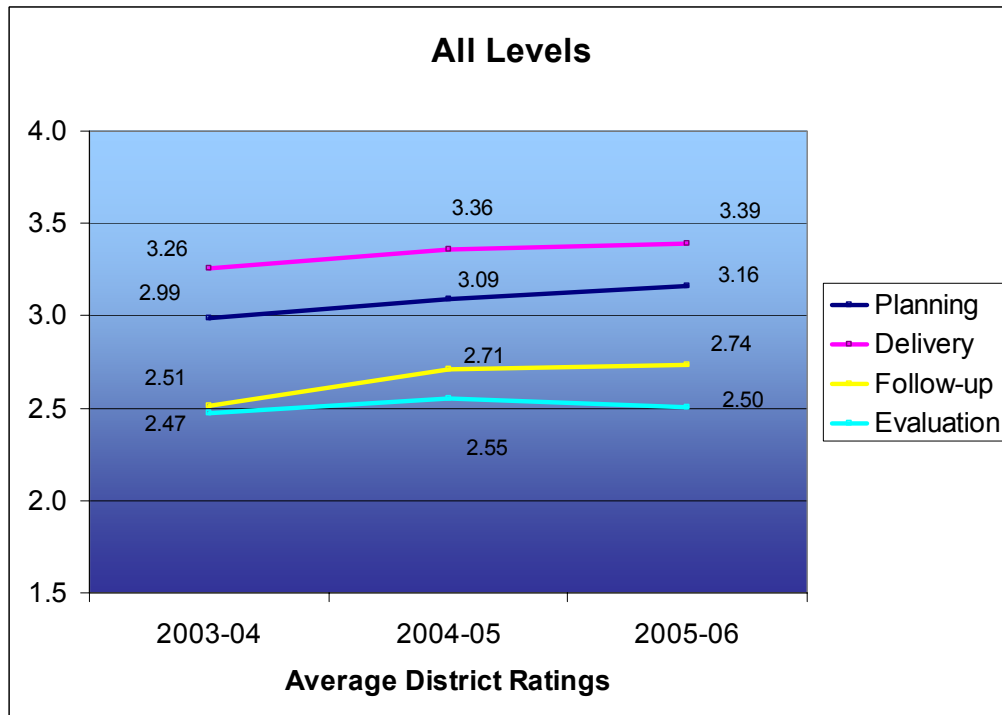


Figure 7





Tables 9 and 10 present comparisons by sets of standards across small, medium, and large school districts. These data are also displayed in Figure 8. At the district level, average ratings for medium and large sized districts were higher across all four strands of standards than for small districts. Average ratings across all sizes were higher in the Delivery strand than in any other strand, and lower in Evaluation, regardless of size. Across all four strands, average ratings were higher for medium and large sized districts than for small districts.

As displayed in Table 11, averages by level (faculty, school and district) were higher at the district and school level for large and medium sized districts than at the faculty level. This pattern was different for small districts, where the average was highest at the school level. These data are also displayed in Figure 9.

Table 9				
Average Ratings by District Size Across Strands and Levels				
District Size and Level	Strands			
	Planning	Delivery	Follow-up	Evaluation
LARGE				
District	3.47	3.54	2.75	2.65
School	3.15	3.27	2.68	2.66
Faculty	2.83	3.22	2.60	2.38
MEDIUM				
District	3.43	3.55	2.74	2.64
School	3.26	3.33	2.76	2.72
Faculty	3.03	3.31	2.65	2.66
SMALL				
District	3.08	3.31	2.65	2.29
School	3.02	3.34	2.67	2.53
Faculty	2.88	3.33	2.67	2.40

Table 10				
Average Ratings by District Size Across Strands				
District Size	Strands			
	Planning	Delivery	Follow-up	Evaluation
Large	3.11	3.37	2.68	2.57
Medium	3.22	3.42	2.72	2.67
Small	2.99	3.33	2.66	2.39

Figure 8

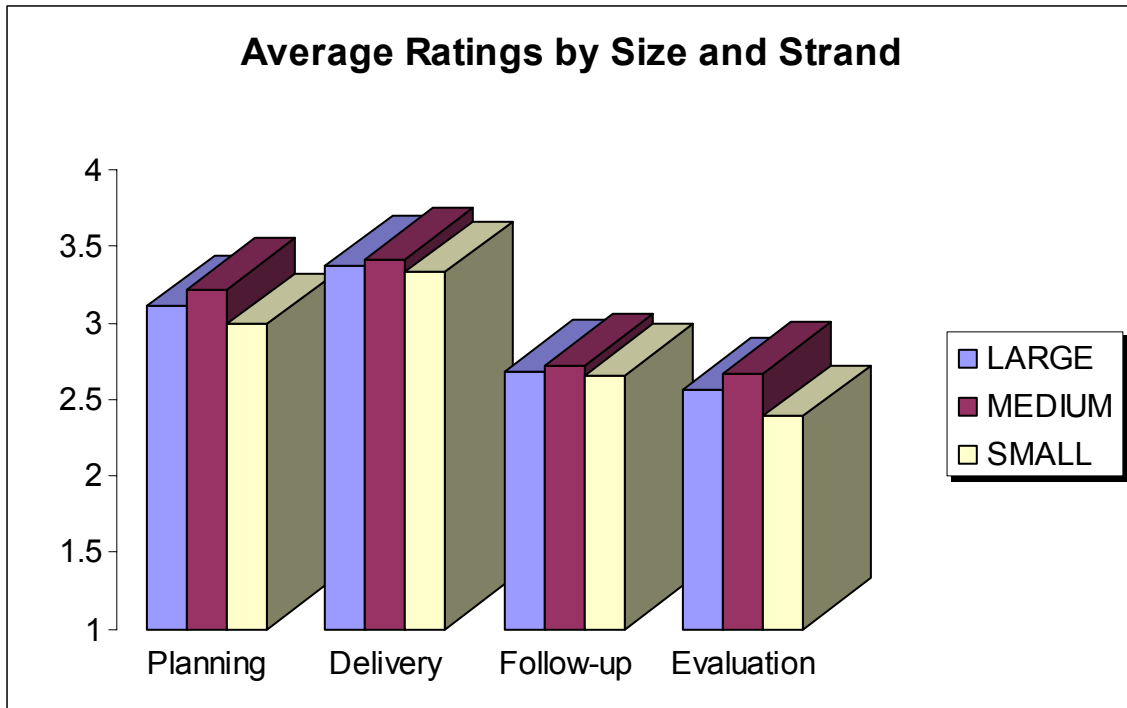
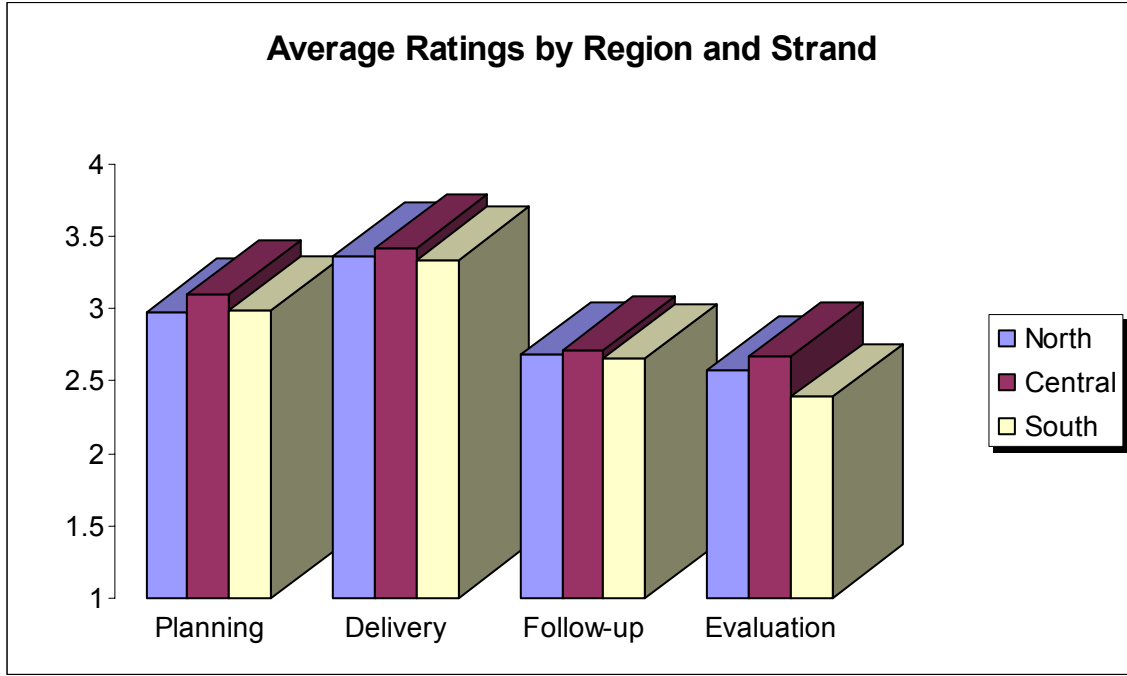


Table 11
Average Ratings by District Size Across Levels

District Size	Levels			
	District	School	Faculty	All
Large	3.15	3.00	2.78	2.99
Medium	3.13	3.10	2.97	3.08
Small	2.86	2.97	2.86	2.90
All Districts	3.00	3.01	2.87	2.97

Figure 9



Statistical analyses were conducted across strands and levels of standards by size and region of the state. Table 12 presents average ratings by level and region of the state. No statistical or practical differences were noted. A statistically significant difference was noted at the district level by size of district ($p=.024$), with medium and large sized districts higher than small districts.

A correlational analysis was conducted to examine the relationship between high ratings on the standards and the last district standard, 3.4.7 on Student Gains. This standard states: “The district demonstrates an overall increase in student achievement as measured by the Department’s school grading system.” The analysis demonstrated a moderate positive relationship (.31) between ratings on student achievement increases and district level ratings, significant at the .01 level. In other words, **districts that receive good or excellent ratings on the district professional development standards also tend to have demonstrated greater increases in student achievement. These results support the effectiveness of high quality professional development programs in contributing to increased student achievement in school districts.**

Table 12				
Average Ratings by Regions Across Levels				
District Size	Levels			
	District	School	Faculty	All
North	3.00	3.02	2.92	2.98
Central	2.98	2.99	2.86	2.95
South	3.02	3.03	2.81	2.96
All Districts	3.00	3.01	2.87	2.97

District Ratings

To provide a more comprehensive statewide picture, ratings were averaged across all standards for each district, as displayed in Table 13. Note that this process reduces considerably the usefulness of the information by masking differences on individual standards. The best use of the data is by individual standard as each district strives to implement each of the standards. The average rating for districts across all standards was 2.97 with a range from 3.56 to 2.07 (Table 13). The median number of ratings below 2.0 (Marginal in the 4-point rating scales) was 4 with the range from 0 to 26. These numbers represented a range of 0% to 39.4% of the 66 standards being rated below a “marginal” rating, with a median of 6.1%. Twelve districts had a rating of 2.0 or below on 10% or more of the standards. Six districts scored an average of 2.0 or below on 15% or more of the standards.

Teams were led by a total of 14 Team Leaders, many of whom conducted more than one review. Analyses were conducted to determine any statistical differences in results by Team Leader. No statistically significant differences were noted; however, the small number of visits conducted by any Team Leader probably limited identification of any differences.



District	Average Rating	Number of Ratings Below 2.0	Percent of Ratings Below 2.0
1.	3.56	3	4.5%
2.	3.53	1	4.4%
3.	3.51	2	3.0%
4.	3.51	6	4.7%
5.	3.51	1	4.4%
6.	3.48	1	1.5%
7.	3.42	1	1.5%
8.	3.36	3	3.6%
9.	3.34	4	6.1%
10.	3.31	4	5.2%
11.	3.26	3	4.4%
12.	3.25	2	3.0%
13.	3.25	2	3.0%
14.	3.24	4	6.1%
15.	3.19	5	4.8%
16.	3.18	2	3.0%
17.	3.18	3	4.5%
18.	3.17	6	9.1%
19.	3.17	2	3.3%
20.	3.15	3	4.5%
21.	3.14	4	6.1%
22.	3.14	2	3.6%
23.	3.11	1	1.5%
24.	3.11	4	6.1%
25.	3.1	9	13.6%
26.	3.07	2	3.0%
27.	3.07	4	1.5%
28.	3.06	7	10.6%
29.	3.06	6	9.1%
30.	3.06	7	4.5%
31.	3.05	3	4.5%
32.	3.05	3	0.0%
33.	2.98	3	4.5%
34.	2.97	3	4.5%
35.	2.96	3	0.0%
36.	2.96	3	0.0%
37.	2.94	3	0.0%
38.	2.91	8	0.0%
39.	2.9	5	7.6%
40.	2.89	3	4.5%
41.	2.88	5	7.6%
42.	2.86	4	6.1%
43.	2.83	6	9.1%
44.	2.83	7	10.6%



Table 13 (Continued)			
Statistics for First Cycle District Reviews			
District	Average Rating	Number of Ratings Below 2.0	Percent of Ratings Below 2.0
45.	2.83	8	9.1%
46.	2.82	6	9.1%
47.	2.82	5	1.5%
48.	2.8	6	9.1%
49.	2.78	7	10.6%
50.	2.77	6	9.1%
51.	2.76	3	4.5%
52.	2.73	7	10.6%
53.	2.73	2	3.0%
54.	2.72	9	13.6%
55.	2.68	10	15.2%
56.	2.68	6	7.6%
57.	2.67	17	25.8%
58.	2.67	2	4.6%
59.	2.65	8	12.1%
60.	2.61	15	3.0%
61.	2.58	13	20.0%
62.	2.56	3	6.1%
63.	2.54	12	3.0%
64.	2.49	12	18.2%
65.	2.46	16	24.2%
66.	2.08	26	39.4%
67.	2.07	24	36.4%
	Average=2.97	Median=4	Median=6.1%

In the last year of the first cycle, reviews were conducted for the four university schools: Alexander D. Henderson University School at Florida Atlantic University, Florida State University School, P. K. Yonge Developmental Research School at the University of Florida, and Florida Agricultural and Mechanical University (FAMU) Developmental Research School. Table 14 presents the average results by standard for these four reviews. Note that in these school districts comprised of essentially a single school, the activities for the district and school level are for practical purposes the same. Therefore, most of the school standards were not reviewed separately, but activities were reflected in the district standards.



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

Narrative Description of Findings Across Districts

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

Planning Strand (Average Rating – 3.01)

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

Faculty Level Planning (Average Rating – 2.91)

IPDP Needs Assessment and Planning. The first set of district reviews were conducted when the requirement for IPDPs had just become law. Initially, some districts were beginning implementation without a clear set of forms or procedures, and occasionally it was noted that a school was using and even duplicating the same IPDP for all teachers in the school. All districts recently reviewed have forms and a process in place to plan and implement IPDPs. Increases were noted over time in the extent to which the teachers and schools were completing the process and forms in a meaningful fashion. In districts with strong school-based management philosophies, considerable variation was noted across schools in the degree to which IPDPs were completed appropriately and personally reviewed by the school administrator. Some districts have completely reworked their teacher appraisal system to incorporate the IPDP as part of the process. This approach was observed in districts embracing the Sterling criteria in which professional development is highly valued.

Use of Classroom Level Disaggregated Data. Teachers are gradually becoming more aware of the need to link their professional development to expected increases in student



achievement or other outcome measures. The intense emphasis on student achievement levels and easy availability of disaggregated classroom data on which to base decisions has greatly increased the individual responsibility many teachers now embrace for the performance levels of their students. Some districts have generated their own benchmark tests that measure the basic subject areas of mathematics, language arts and English, and science. These tests allow multiple assessments during the year that increase the teachers' capacity to target specific skills for professional development and examine the impact on their students. Issues continue to surface, however, on the availability of disaggregated data for many teachers whose subject and content areas are not measured through the FCAT or other routinely administered standardized achievement tests. Examples include teachers of art, music, social studies, physical education, vocational education, exceptional student education, ESOL, and computer sciences. Some schools direct these "other" teachers to relate their professional development to FCAT test scores, even if there is little application.

The processes used to determine the needs of the teachers for professional development have also improved over time. Initially, many teachers indicated that the principals had little or no involvement in reviewing their IPDPs, with this requirement met by sending the IPDP to the principal for signature. More examples are being noted now of individual meetings held with principals as part of a more comprehensive review of teacher performance and satisfaction.

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

School Level Planning (Average Rating – 3.11)

Relationship to School Planning (Average Rating – 3.48). A strong relationship was noted in most schools between planning for school improvement and the use of professional development as a tool for improving the school. The state's increased emphasis on student achievement and the use of FCAT scores to grade schools has contributed greatly to this relationship.

School-level Professional Development System (Average Rating – 3.03). Typically, the professional development system for schools is described in multiple documents. The School Improvement Plan (SIP) contains references to professional development to be implemented in the upcoming school year, and district documents often describe the



organization and structure of professional development. The regional consortia provide to their members manuals containing policies and procedures about professional development, although school principals of participating member districts sometimes are not aware of this information. The SIPs often have limited information about the planned professional development, sometimes as little as a single word or phrase such as “math training” or “district seminar.” Some excellent examples were noted of individual schools and some districts that have developed and/or required separate School Professional Development Plans detailing the planned programs or sessions, who is responsible, who will attend, when it will be held, and the approximate cost.

District Level Planning (Average Rating – 3.26)

Two trends were noted over the five-year set of reviews: First, much greater emphasis is being placed on student achievement levels and school-level needs driving the planning for professional development that teachers receive. Second, districts have embraced and adopted the Florida Protocol Standards.

Needs Assessments (Average Rating – 3.25). Districts conduct needs assessments in many different ways. For smaller districts, this process is usually informal and conducted by schools with the district reviewing SIP plans and sometimes all of the IPDPs to identify commonly listed professional development programs. Few districts conduct formal individual surveys of all teachers, although some examples were noted of districts that have placed these surveys on the web to gather teacher input into needed training. Sometimes this process is an accumulation of information first by school-level professional development coordinators (an assistant principal or an elected or appointed teacher) who disseminate a form or use a faculty meeting to gather teacher needs, then send lists of the needs to the district. This process may also be conducted instead by the school administrators based on their SIP planning. Most districts conduct strategic planning with varying degrees of formality. In small districts, this process is less formal and may be part of a consortium joint effort. In larger districts, long range multi-year scans are completed with extensive data collection and periodic updating. Professional development is often considered as part of these broader planning efforts. Again, districts committed to the Sterling criteria generally use more formal strategic planning with documentation.

District Plans (Average Rating – 3.03). During the first year that they were required, all except one district generated a district professional development plan and submitted it to the Department for review and approval. Most districts received a 3 or 4 rating on this standard during their review in the first cycle. Some districts conduct routine revisions to the plan, and many have placed these plans, the Master Inservice Plan, and other professional development document on their district websites for easy access by all. Some of these district professional development plans, however, now need to be updated to reflect current law.



Dissemination of Professional Development Standards (Average Rating – 2.94). Knowledge and use of the Florida Professional Development Standards has been widespread. Many districts have disseminated them to principals and district staff involved in professional development. Some districts conduct training on the standards and use them in many other ways including checklists for developing training, organizing structures for evaluation forms, and requiring all training consultants to use them in planning and delivering professional development.

Content (All Levels - Average Ratings – 3.47 to 3.82). Ratings for the standards related to Content were very high at all three levels. Virtually all districts or schools are supporting with federal, general revenue, or local dollars professional development that is directly related to the teaching assignments. Reviewers noted almost no professional development that didn't meet this criterion.

Learning Communities (All Levels - Average Ratings – Faculty 2.01, School 2.20). Ratings for Learning Communities were among the lowest in the system. For the first two sets of reviews, very few teachers or schools had any knowledge of professional learning communities. By the last year, the ratings had improved slightly. Some schools have the structures in place to conduct learning communities such as joint planning time for grade level or subject area meetings, but most of the discussions currently center on the logistics of operating the schools and classrooms rather than increasing the knowledge and skill levels of the teachers.

Delivery Strand (Average Rating – 3.36)

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

Relevance of Professional Development (All Levels - Average Ratings – 3.25 to 3.48). Most school districts received ratings of 3 or 4 on all three levels examining the relevance of the professional development teachers receive to their needs as classroom teachers. Virtually no professional development was listed in IPDPs, in SIPs or in district plans that did not directly relate to the skills and knowledge that teachers need to deliver quality instruction in a well-managed classroom.



Learning Strategies (All Levels - Average Ratings – 3.36 to 3.51). The average ratings for Learning Strategies were 3.25 or higher at all three levels, indicating primarily 3 and 4 ratings for most districts. Extensive use of modeling, demonstrations, practice during professional development sessions, feedback from instructors, and active learning methods such as role plays and discussions were noted during most reviews. Districts and schools are making a concerted effort to eliminate “talking heads” delivering lectures as the primary instructional strategy for professional development. Some delivery included repeated sessions in which teachers practiced the skills in their classrooms and then returned to share the results with other teachers. Some coaches and mentors monitor these practice sessions and provide feedback to the teachers as they try out new skills.

Sustained Training (All Levels - Average Ratings – 3.04 to 3.07). The average ratings for sustained training for all three levels were just over 3.00, indicating primarily good ratings for most districts. Many districts and schools are delivering training that extends over multiple days and multiple sessions totaling 15 hours or more. Examples were noted of programs such as reading or classroom management in which all teachers in a grade level or subsets of teachers at different times receive a two-day session, followed by brush-up sessions in which additional components are addressed. Other examples were 6 or more half-day sessions, or a semester of 2-hour early release days devoted to a specific set of related skills and methods. Many districts are implementing teacher induction or new teacher training in similar formats. Districts continue to use some one-shot training for some content areas, but these sessions are less frequent.

Use of Technology (All Levels - Average Ratings – 3.31 to 3.49). The standards at all three levels received ratings between 3.31 and 3.49. The use of technology to deliver professional development to teachers has increased over the five-year implementation of the first cycle. Examples have included videotapes, laser discs, Smart Boards, hand-held computers or PDAs, graphing calculators, and computer programs or displays as well as distance learning and other technologies. PowerPoint presentations have become standard for most professional development trainers, and the use of computers to instruct on a variety of programs, especially those that require the teacher to use a computer with students, is much more common place. All districts now have websites, and some are using the web to deliver programs either through their own resources or through services such as BlackBoard. A few districts have developed their own mediated professional development programs that include video clips, video-streaming, audio presentations, and embedded practice and feedback. These resources can still be greatly increased to make professional development more effective and efficient, and to increase the convenience for teachers.

Time Resources (All Levels - Average Ratings – 3.15 to 3.25). To have an impact on teaching performance and ultimately on improving student academic levels, teachers must have sufficient time available to participate in professional development. The Time Resource standards at all three levels received ratings between 3.15 and 3.25, indicating most districts received ratings of 3 or 4. Districts generally provide 2-4 days or the



equivalent in the district calendar that are designated for professional development. Teachers may or may not be required to attend professional development on those days. Historically, the Legislature required districts to provide professional development days in the calendar. This requirement was removed, and in many districts the professional development days were negotiated by the collective bargaining units into teacher planning days. The lack of required days limits the effectiveness of school-wide professional development for major training programs. Also, leaving professional development up to the choice of the teachers creates situations in which some teachers who may need most critically an updating of their skills or training on new techniques and methods may opt not to participate in any professional development for four of the five years in a given certification period.

Dollar Resources (All Levels - Average Ratings – School 3.26, District 3.40). At the school level, the average rating was 3.26, with 3.40 at the district level. Generally, schools and districts reported receiving sufficient dollar resources to implement needed programs. A few districts are exceeding the district allocations by supplementing the funds through local dollars. Previously, districts were required to expend at least \$5.00 per FTE on professional development; this requirement for categorical funding, however, was waived several years ago, and some districts promptly reduced the funds devoted to professional development, reallocating these resources to other programs and functions.

Coordinated Records (All Levels - Average Ratings – 3.68 to 3.82). The Coordinated Records standards received three of the highest ratings of all standards in the review system (3.68 – 3.82). Almost all school systems have clearly defined systems for documenting and tracking the professional development in which teachers participate. For medium and large districts, these functions are usually computerized with access available to all teachers and principals at any time, and updating occurring in batch processing or in real time. Several districts have developed their own integrated computerized professional development tracking systems with many functions including planning and developing the professional development session (using the Protocol Standards as a guide), online registration by participants, online completion using follow-up activities, online notification of inservice points awarded, and summary functions giving the district staff extensive information on who has participated in which programs. Examples of excellent systems were located in Pinellas County and PAEC.

District Leadership (Average Rating – 3.54). The District Leadership standard received one of the highest ratings of all standards in the review system. Most districts provided convincing evidence that professional development is a high priority for the district and is included in major district initiatives. Examples were listing professional development in strategic plans as primary methods for implementing changes, seeking out grants and funding for professional development, and commitment of additional funds to professional development from local funds.

Growing the Organization (Average Rating – 3.25). The Deming Model of organizational change emphasizes the professional development of the organization's

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

Follow-up Strand (Average Rating – 2.68)

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

Transfer to Students (All Levels - Average Ratings - 2.84 to 3.31). At the faculty and school levels, this standard examines the extent to which teachers actually use the skills and knowledge they have learned through professional development when they are in classrooms teaching students. Most teachers interviewed could provide very specific examples of the ways in which they had applied some of the new skills and techniques. For example, teachers participating in the *Just Read! Florida* program described in detail the changes they had made in the ways in which they teach their students how to read. Principals generally also described this transfer, although some principals had not participated in the training or did not visit classrooms regularly enough to address the standard. With the introduction of additional training by the Department on classroom walkthrough processes, greater adherence to this standard will probably be noted in the future. At the district level, some districts had formal systems in place to document transfer into the classroom, such as requiring teachers to document use of the training in their lesson plans or requiring documentation of classroom use prior to awarding inservice points. Other districts, however, had little formal documentation of the extent to which teachers actually use the skills and knowledge taught to them in professional development, although there might be some informal knowledge based on informal conversations with principals and participating teachers.

Coaching and Mentoring (All Levels - Average Ratings – 2.53 to 2.87). Teachers are more likely to use new skills and knowledge on an ongoing basis in classrooms if they have assistance in trying out the new skills and knowledge and perfecting their



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

Web-based Resources and Assistance (All Levels - Average Ratings – 2.09 to 2.27). Although districts are increasing their efforts to provide school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training teachers have completed, many districts do not yet have this standard firmly in place. Considerable increases have been noted in the five years in the number of districts that have websites available. Many districts, however, do not have any follow-up activities or materials available on their websites. Small districts participating in consortia may have access to the consortium website that contains follow-up activities. Other districts may have web-based follow-up activities through commercial professional development services. Universally, however, districts and schools have difficulty getting their teachers to participate in any of these post-training web-based activities.

Follow-up Coordination (District Only - Average Rating – 2.79). When districts provide professional development on the same topic or new program to teachers from multiple schools, any follow-up services such as coaching or mentoring should be coordinated across the various schools in which teachers are located. Many districts have structured methods for ensuring that coaches, mentors, and others providing follow-up assistance coordinate their services and deliver the same follow-up messages to all participating teachers. Excellent examples were noted for the many reading programs that have reading coaches, and for the new teacher induction programs. Frequently noted were programs in which mentors or coaches meet monthly, have a discussion board to share concerns and solutions, and summer sessions to evaluate their progress over the year and plan coordinated activities for the next year. This standard was less frequently met in small districts with fewer resources, although the coordination may have been informal and less well documented.

Evaluation Strand (Average Rating – 2.51)

In parallel with the Planning Strand, evaluation standards relate to different aspects at the three levels (faculty, school, and district). The faculty level examines the evaluation that teachers and administrators conduct for the teacher's Individual Professional Development Plans (IPDPs). At the school level, the standards concentrate on school's evaluation of professional development for school improvement efforts as well as the administrative role in evaluating IPDPs. Evaluation at the district level concentrates on a system-wide examination of the implementation and effectiveness of major professional development programs. The ratings for this whole strand were generally lower than the other three strands, ranging from 1.35 for Action Research to 3.04 for Student Gains.

Faculty Level Evaluation (Average Rating – 2.46)

Considerable variation was noted in the extent to which teachers and administrators are determining whether teachers actually participated in the planned professional development listed on the IPDPs and if those skills were then used in classrooms. Some schools conducted formal reviews of IPDPs at the end of the school year in conjunction with teacher appraisal reviews and planning for the next year. In other schools, this review is perfunctory or only a paperwork process in which teachers complete the form that is turned in and signed by an administrator. For some major programs such as CRISS training, reading programs, and new textbook adoptions, teachers presented evidence to their principals that they had used the skills. Often this evidence was notation in lesson plans, or principals walked through classrooms to see the skills being used. Some excellent examples of IPDP processes were noted in which teachers bring to their annual evaluations portfolios or examples of how they have changed their classroom teaching based on professional development and the resulting changes in student performance levels. These results are then considered as part of the teacher's evaluation. The clearest examples were noted in reading instruction and the use of CRISS strategies. Other best practices included schools and districts that were using IPDPs as the basis for action research: identifying the anticipated changes and professional development on the IPDP, learning new techniques and skills, applying the new skills in the classroom, and documenting what changes occur in targeted students. Also, some excellent examples were noted in which teachers kept specific records of student performance levels on FCAT, district progress monitoring tests, DIBELS, or other measures that linked specific changes in teacher instruction to improvements in student learning on specific skills. It was noted that this logical connection is very difficult to make when so many other factors can impact student learning, and in subject areas such as music, physical education, and vocational education in which few if any standardized tests are available. Some very creative teachers demonstrated the way they used training in reading or math instruction and applied it within their content areas such as social studies and art. Overall, there is progress being made in the area of evaluating the effectiveness of IPDPs, but considerably more effort will be needed to ensure administrators and teachers



understand the benefits of documenting the effectiveness of the professional development in which teachers participate.

School Level Evaluation (Average Rating – 2.61)

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

District Level Evaluation (Average Rating – 2.48)

The standards for evaluating professional development systems at the district level examine four basic questions: 1) did teachers participate in and complete the planned professional development? (**Standard 3.4.1**); 2) did teachers use the skills and techniques learned when back in the classroom? (**Standard 3.4.2**); 3) what changes or improvements in students resulted from the new approaches? (**Standard 3.4.3**); and 4) were the assessments or measures used to verify the change appropriate? (**Standard 3.4.4**). **Standard 3.4.5** addresses the use of the results from the evaluation in an ongoing continuous improvement planning and action cycle. Overall, considerable variation was noted in the extent to which districts conducted evaluations of professional development programs or activities. Some excellent examples were noted of districts with systematic 5-year plans for evaluating all units and major programs in the district in which evaluation of professional development was part of the larger evaluation. These districts



presented formal reports with process and student achievement data. Other districts conducted formal evaluations of major grant programs such as Title I, technology grants, and reading programs. The evaluations for some programs are conducted by consortia or by the granting source. All of these evaluations fed into plans for the next year in determining further professional development needs. More frequently, however, districts conduct analyses of student test scores at the end of the year and examine major programs that may have impacted these test scores without a direct link to the teachers who actually participated or any checks to see if the teachers were using the new skills and knowledge in their classrooms. Some districts did not even know about or use the state data that counts the numbers of participants by content areas. This is an area in which considerably more effort will need to be expended to ensure that all districts are implementing the district level evaluation standards.

Action Research (Faculty Only -Average Rating – 1.35). This faculty level standard received the lowest rating among the 66 standards. Few teachers have conducted action research, and most teachers are not aware of the term or how to do it. This is an area for growth for the entire state.

Expenditures (Average Rating – School 2.06, District 2.66). The 2000 Legislature required that districts track professional development fund expenditures by the content areas specified in the law. The current function and object codes used by the Department do not provide for the categories required in the law. Although some districts have generated their own computer systems for tracking the funds, most districts and schools must hand-calculate the expenditures. Many schools do not conduct this laborious, time-consuming exercise.

Student Gains (District Only - Average Rating – 3.04). To address the requirement that the professional development system evaluation protocol relate effectiveness of professional development to student achievement increases, the system uses the calculated school grades for a district. For each school district, the Department calculates a school performance grade based on the number of school grade points earned by all schools in the district. The calculation takes into account the total number of students enrolled at each graded school in order to properly represent the notion of “student” gains. The analysis demonstrated a moderate positive relationship (.31) between ratings on student achievement increases and district level ratings, significant at the .01 level. In other words, **districts that receive good or excellent ratings on the district professional development standards also tend to have demonstrated greater increases in student achievement. These results support the effectiveness of high quality professional development programs in contributing to increased student achievement in school districts.**



Overall Impact. Some overall impacts were noted from the Protocol System over the first five year cycle, as noted below:

- 1. Districts are incorporating standards into their organization/structure.** Districts are using the 66 standards and the rationales for the standards in their planning. Some districts have used the standards to generate checklists for training developers.
- 2. The system provided a common language.** Conceptually, many discussions and planning sessions center now on the four strands of planning, delivery, follow-up, and evaluation. Common language is more apparent now for concepts and practices such as learning strategies, learning communities, and action research.
- 3. The set of standards raised expectations.** The Department's wide dissemination and public availability of the standards has encouraged all districts to meet the standards and improve their professional development systems.
- 4. Reviewers learn from other districts.** District professional development staff who participate in reviews of other districts increase their awareness of better methods for planning and implementing professional development, as well as becoming more focused on the need to improve professional development systems in their own districts.
- 5. Some districts conduct self-studies.** Some districts have used the Department's self-study methods to review their professional development systems and encourage principals and trainers to adhere to the standards.

Conclusions

The Department has generated and implemented the Florida Professional Development System Evaluation Protocol in accordance with Florida Statute. The first complete cycle of reviews for all 67 Florida districts was completed in the spring of 2006. The Professional Development System Evaluation Protocol is based on a set of 66 standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida's laws. These standards have been generated from the statements in Florida's laws as well as the professional development standards generated by the *National Staff Development Council (NSDC)* entitled *Standards for Staff Development*.

Overall conclusions from the quantitative and qualitative analyses of the first cycle were:

- 1. Most school districts are currently implementing most standards related to planning and delivery of professional development at the “good” or “excellent” level.** The average of ratings across all districts and standards was 2.97 on a 4-point scale with 4 equal to “Excellent” and 1 equal to “Unacceptable.” A total of 63 of the 67 districts received average ratings of over 2.5 across all standards reviewed.
- 2. Districts that receive good or excellent ratings on the district professional development standards also tend to have demonstrated greater increases in student achievement.** A correlational analysis was conducted to examine the relationship between high ratings on the standards and the last district standard, 3.4.7 on Student Gains. The analysis demonstrated a moderate positive relationship (.31) between the state's ratings of districts on student achievement increases and ratings on the quality of professional development in the district, significant at the .01 level. *These results support the effectiveness of high quality professional development programs in contributing to increased student achievement in school districts.*
- 3. Upward trends were noted on the ratings of districts over time, with small but consistent increases in the average ratings in almost all of the professional development strands and levels.** Statistically, 91% of the successive years of site visits displayed increases in the strands and levels of the standards.
- 4. Districts are more adept at planning and delivering professional development than providing follow-up to training or evaluating the effectiveness of professional development.** Consistently, the ratings in the strands for planning and delivery were higher than those for follow-up and evaluation, regardless of district size or region.



5. **Greater differences were noted among districts in the area of evaluation of professional development than in the other strands.** Larger standard deviations in the ratings on evaluation standards indicate that across the state there are greater differences in districts' efforts to evaluate professional development than for planning and delivery.
6. **Virtually all of the content of professional development being planning and delivered in districts and schools addresses the required areas in s. 1012.98.** Ratings for the standards related to Content were very high at all three levels. Virtually all districts or schools are supporting with federal, general revenue, or local dollars professional development that is directly related to the teaching assignments. Reviewers noted almost no professional development that didn't meet this criterion.
7. **Teachers consistently described and demonstrated that the professional development in which they have been involved recently was relevant to their needs and teaching assignment.** Most school districts received ratings of 3 or 4 on all three levels examining the relevance of the professional development teachers receive to their needs as classroom teachers. Virtually no professional development was listed in Individual Professional Development Plans, in School Improvement Plans, or in district plans that did not directly relate to the skills and knowledge that teachers need to deliver quality instruction in a well-managed classroom.
8. **Although structures are in place in some schools to implement Learning Communities, few teachers or schools have consistently implemented them.** Ratings for Learning Communities were among the lowest in the system. Some schools have the structures in place to conduct learning communities such as joint planning time for grade level or subject area meetings, but most of the discussions currently center on the logistics of operating the schools and classrooms rather than increasing the knowledge and skill levels of the teachers.
9. **Few teachers have conducted Action Research, and most teachers are not aware of the term or how to do it.** This faculty level standard received the lowest rating among the 66 standards and is an area for growth for the entire state.
10. **Districts are incorporating standards into their organization/structure.** Districts are using the 66 standards and the rationales for the standards in their planning. Some districts have used the standards to generate checklists for training developers.
11. **The Protocol system provided a common language.** Conceptually, many discussions and planning sessions center now on the four strands of planning, delivery, follow-up, and evaluation. Common language is more apparent now for concepts and practices such as learning strategies, learning communities, and action research.
12. **The set of standards is raising expectations.** The Department's wide dissemination and public availability of the standards has encouraged all districts to meet the standards and improve their professional development systems.
13. **Reviewers learn from other districts.** District professional development staff who participate in reviews of other districts increase their awareness of better



- methods for planning and implementing professional development, as well as becoming more focused on the need to improve professional development systems in their own districts.
- 14. Some districts conduct self-studies.** Some districts have used the Department's self-study methods to review their professional development systems and encourage principals and trainers to adhere to the standards.
 - 15. Continued efforts need to be concentrated on the quality of follow-up and evaluations of professional development in many districts.** These standards received lower ratings at all three levels than planning and delivery standards.

Overall, districts have benefited from the review system through increased awareness and understanding of quality professional development programs, learning about practices throughout the state, and self-reviews of the quality of their own professional development systems. Statistical evidence demonstrates a correlation between high performance on the ratings of the quality of professional development in a district and increases in student achievement, as represented by the district's grade.



Appendix

Professional Development Protocol Standards Matrix: District, School, Faculty Levels for First Cycle



Table A					
Professional Development Protocol Standards Matrix: District, School, Faculty Levels for First Cycle					
District	Rating	School	Rating	Faculty	Rating
3.1.1. District Needs Assessment	3.25	2.1.1. School Needs Assessment	3.27	1.1.1. Individual Needs Assessment	3.03
		2.1.2. Reviewing Professional Development Plans	3.24	1.1.2. Administrator Review	3.24
		2.1.3. Reviewing Annual Performance Appraisal Data	2.87	1.1.3. Priority of Needs	2.99
		2.1.4. Coordinating with SIP	3.48	1.1.4. Individual Professional Dev. Plan	2.71
3.1.2. Generating a District-wide Professional Development System	3.03	2.1.5. Generating a School-wide Professional Development System	3.03		
3.1.3. Content	3.82	2.1.6. Content	3.66	1.1.5. Content	3.47
3.1.4. Trainers	2.94				
		2.1.7. Learning Communities	2.20	1.1.6. Learning Communities	2.01
3.2.1. Relevance of Prof. Develop.	3.48	2.2.1. Relevance of Prof. Develop.	3.40	1.2.1. Relevance of Prof. Develop.	3.25
3.2.2. Learning Strategies	3.51	2.2.2. Learning Strategies	3.36	1.2.2. Learning Strategies	3.36
3.2.3. Sustained Training	3.07	2.2.3. Sustained Training	3.05	1.2.3. Sustained Training	3.04
3.2.4. Use of Technology	3.49	2.2.4. Use of Technology	3.31	1.2.4. Use of Technology	3.31
3.2.5. Time Resources:	3.25	2.2.5. Time Resources	3.16	1.2.5. Time Resources	3.15
3.2.6. Dollar Resources	3.40	2.2.6. Dollar Resources	3.26		
3.2.7. Coordinated Records	3.82	2.2.7. Coordinated Records	3.71	1.2.6. Coordinated Records	3.68
3.2.8. Leadership	3.54				
3.2.9. Growing the Organization	3.25				
3.3.1. Transfer to Students	2.84	2.3.1. Transfer to Students	3.17	1.3.1. Transfer to Students	3.31
3.3.2. Coaching and Mentoring	2.87	2.3.2. Coaching and Mentoring	2.81	1.3.2. Coaching and Mentoring	2.53
3.3.3. Web-based Resources and Assistance	2.27	2.3.3. Web-based Resources and Assistance	2.09	1.3.3. Web-based Resources and Assistance	2.09
3.3.4. Follow-up Coordination	2.79				
3.4.1. Implementing the System	2.45	2.4.1. Implementing the System	2.79	1.4.1. Implementing the Plan	2.83
3.4.2. Transfer into Classroom	2.25				
3.4.3. Student Changes	2.22	2.4.2. Student Changes	2.65	1.4.2. Student Changes	2.71
3.4.4. Evaluation Methods	2.36	2.4.3. Evaluation Methods	2.74	1.4.3. Evaluation Methods	2.77
				1.4.4. Action Research	1.35
3.4.5. Use of Results	2.34	2.4.4. Use of Results	2.79	1.4.5. Use of Results	2.66
3.4.6. Expenditures	2.66	2.4.5. Expenditures	2.06		
3.4.7. Student Gains	3.04				



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