

# Florida Department of Education

## Bureau of Educator Recruitment, Development and Retention

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### Professional Development System Evaluation Protocol

### Reviewer's Guide

Second Cycle

2006-07





# **Florida Department of Education Professional Development System Evaluation Protocol Reviewers Guide**

## **Overview**

Through a series of legislative acts in the late 1990s and early part of the 21<sup>st</sup> 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 **1012.98 – School Community Professional Development Act** (F.S.) and legislative proviso language, the Department generated the Professional Development System Evaluation Protocol. The Department concluded reviews of all 67 school districts and four university research schools in the spring of 2006 and is embarking in the 2006-07 school year on the second cycle of district reviews. The Second Cycle system is described in a separate document entitled: **Professional Development System Evaluation Protocol: Protocol System, Second Cycle**. This document contains guidelines for reviewers to use as they conduct site visits to school districts in implementing the system. Reviewers and other interested parties should read carefully the complete description of the system contained in **Professional Development System Evaluation Protocol: Protocol System, Second Cycle** prior to reviewing this document.

## **Introduction**

State law (F.S. 1012.98) 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.” The purposes of the Reviewers Guide for the *Florida Professional Development System Evaluation Protocol* are to:

- ◆ Clarify interpretations of the standards;
- ◆ Provide examples of practices reviewers may encounter in districts and schools;
- ◆ Elaborate on the application of the judgment scale; and
- ◆ Increase consistency among reviewers.

The *Florida Professional Development System Evaluation Protocol* is based on a set of 66 standards organized into these 12 sections:

- ◆ 3 levels: Faculty, School, and District.
- ◆ 4 strands for each level: Planning, Delivery, Follow-Up, and Evaluation.

The standards form the basis for a checklist used by reviewers to judge the quality of a school district professional development system. The rating scale employed on the checklist is a 4-point rating scale as follows:

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)

After reviewing results from all data collection, the team of reviewers assigns one overall rating to each standard for the school. School results are summarized and then averaged to form a district rating. 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.

This document contains discussions and examples of practices for each of these 12 sections. Further portions of the document contain suggestions related to the logistics of conducting a site review that will facilitate a smooth review, and recommendations on the process to use in generating reports for school districts following a site review.

The standards have been created to examine major components of a district's professional development system. Each standard addresses a specific area. It should be noted, however, that state laws and the Department of Education allow districts wide flexibility in the ways in which professional development is organized and provided. Thus, the judgments made on a specific standard require reviewers to consider multiple factors that may relate to the standard, depending on the district's system. Examples provided are intended to guide the professional judgments of reviewers.

## **Guide to Judgments on the Standards**

**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.

### **Rationale**

This standard reflects the requirements of the law for the development of Individual Professional Development Plans (IPDPs). The intent of the standard is to ensure that professional development is based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Teachers should consider the academic progress of their students in determining what professional development they need to attend that will increase the learning of their students.

### **Elaboration**

All of the identified areas should be considered as input into the IPDP, although the IPDP does not need to reflect objectives for each area. Disaggregated data are test scores for a **classroom** that have been separated into small groups. The disaggregation may be on various factors such as student performance levels by quartiles, racial/ethnic groupings of students, students in LEP or ESOL programs, or genders of students. For example, a district may break down test results for a third grade teacher by stanines or Levels attained, providing a list of all students in stanine 1, 2, etc., or all Level I students in the class in math or reading, Level II, Level III, etc. Note that FCAT results are already generated in this format for schools. Another example is grouping the performance of students in the class by racial/ethnic categories to ensure that all groups are making adequate learning gains. A third type of disaggregation is by specific benchmarks or skills or test objectives that allow the teacher to determine gaps in the instructional program. The No Child Left Behind legislation requires tracking of school-level disaggregated student achievement data by many groupings, but classroom level disaggregation of data may not be as prevalent. Districts may provide classroom level disaggregation or teachers may disaggregate the data themselves. The process used to develop IPDPs in the school should incorporate reviews of grade level/subject area professional development that the school has identified using disaggregated data as a part of the decision-making process. IPDPs should also represent a blend of professional development identified through school initiatives and the SIP as well as professional growth interests and teacher certification needs. Note that IPDPs may have different names in different districts, including PDPs and “ippy-dippies”.

<b>Documents, Questions, and Probes</b>	
<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: <b><i>Tell me how your IPDP was created. Describe any data that were used in creating your IPDP.</i></b></p> <p>Ask details about when the IPDP was created and who was involved. Probe for:</p> <ul style="list-style-type: none"> <li>◆ Review of disaggregated student achievement data</li> <li>◆ Relationship to the professional development listed in the SIP</li> <li>◆ Teacher certification needs</li> <li>◆ Consideration of personal growth interests</li> <li>◆ Results from previous year's IPDP evaluation</li> </ul>	

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing evidence that all areas listed in the standard are considered as part of the needs assessment conducted for the IPDPs. The teacher displays and discusses the disaggregated data for his/her classroom in the content area being taught that are used in making instructional decisions, and how these data are used to determine professional development. The teacher may have disaggregated data personally for his/her classroom.
3	The teacher has no classroom disaggregated data but works conjointly with other grade level/content area teachers in creating IPDPs from joint grade level or subject area data, with evidence of consideration of individual professional growth interests and improvements.
2	The teacher determines needs in a grade level or subject area group process, but without reflection of personal growth interests.
1	The professional development needs are determined by school administrators without teacher input, or reflect only teacher professional growth interests without input from grade level or subject area disaggregated data, school initiatives, or relationship to the School Improvement Plan.

<b>Rating Rubric across Teachers in a School</b>	
4	Almost all teachers provide convincing evidence that all areas listed in the standard are considered as part of the needs assessment conducted for the IPDPs. Teachers are provided and use disaggregated data for their classrooms in their content area of instruction to use in making instructional decisions, and these data are used to determine professional development for the teachers.
3	Many teachers have no classroom disaggregated data but work conjointly with other grade level/content area teachers in creating IPDPs from joint grade level or subject area data, with evidence of consideration of individual professional growth interests and improvements.
2	Some teachers determine needs in a grade level or subject area group process, but without reflection of personal growth interests.
1	Little evidence is available that teachers are involved in determining their professional development, grade level or subject area disaggregated data are not available or not used, or only teacher professional growth interests are reflected without input from disaggregated data, school initiatives, or relationship to the School Improvement Plan.

**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.

**Rationale**

This standard is designed to ensure that teachers meet individually with the principal or designee to review the IPDP as it is being developed. These meetings are part of an overall process that ensures adherence with the law (s. 1012.98 (1) F.S.) stipulating that professional development will “**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 process also reflects the school’s valuing of professional development as a major tool for the organization to maximize the potential of each faculty member. Results from the reviews of last year’s IPDP should be incorporated into the planning process for individual professional development for the following year.

**Elaboration**

The principal or designee (such as an assistant principal) should conduct a meeting with the faculty member as part of the development of the IPDP. In the best professional development systems, the IPDP process is used as an opportunity for administrators to review with individual teachers the progress that students in their classes are making and the professional development needed to help the teacher make improvements in student learning. Administrators also use the IPDP administrator review as an opportunity to plan with the teacher for long term professional growth as part of the school’s continuous improvement planning. Although this responsibility may be divided among assistant principals, the designee should be in a position to ensure that the professional development is appropriate for the teacher and beneficial for the school. Check the IPDP to determine if it has been signed and dated by an administrator.

<b>Documents, Questions, and Probes</b>
Review the record of the professional development the teacher has taken in the last two years. <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> Probe for an individual meeting with the principal or AP to review the IPDP, specific dates, length of the meeting, content discussed.

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing evidence that the principal or designee has conducted an individual meeting with the teacher in which additional training needs were discussed and identified in a meaningful process.
3	The teacher documents meeting personally with the principal or designee but perfunctorily or without meaningful discussion.
2	The teacher documents meeting in a large group, or meeting with grade level chairs or in teacher teams rather than with an administrator.
1	The teacher documents that the principal or designee signed the IPDP without meeting individually or through a paper transfer, or the IPDP is unsigned.

<b>Rating Rubric across Teachers in a School</b>	
4	Almost all teachers interviewed provide convincing evidence that the principal or designee has conducted individual teacher meetings in which additional training needs were discussed and identified in a meaningful process.
3	Many teachers report meeting personally with the principal or designee but perfunctorily or without meaningful discussion.
2	A few teachers report meeting personally with the principal or designee, or teachers consistently report that the meeting was held in a large group, with grade level chairs or in teacher teams rather than with an administrator.
1	Teachers report that the principal or designee signed the IPDP without meeting individually with teachers, or the IPDPs are unsigned.

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

**Rationale**

This standard reflects the requirements of the law for the development of Individual Professional Development Plans (IPDPs) stating that IPDPs “**be related to specific performance data for the students to whom the teacher is assigned.**” (s. 1012.98 (4)(b)(5)(a) F.S. ). When making decisions about which professional development needs will be addressed first, teachers and administrators should place first priority on the needs that have stemmed from classroom level disaggregated student achievement data.

**Elaboration**

In most schools, the limits of time and dollars restrict the number of hours of professional development that can be provided to faculty. When faced with decisions about which professional development needs should be addressed first, the law stipulates that needs reflected in classroom student achievement data should come first. For example, if a middle school mathematics teacher’s classroom data reflect weaknesses in students’ learning pre-algebraic functions, professional development in teaching strategies for pre-algebraic functions should take precedence over other professional development. Note that, given the planning cycles and availability of test data, teachers may not have the test data for the students they will be teaching the following year if they are conducting professional development planning in the spring.

<b>Documents, Questions, and Probes</b>
<i>What factors do you consider in determining which professional development activities in which to be involved?</i>

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing evidence that improving student performance of the students in his/her classroom is the most important factor in prioritizing professional development needs.
3	Some evidence is available that prioritization is based on student performance levels.
2	Little evidence is available that prioritization is based on student performance levels, or most of the professional development specified in the IPDP is not related to student performance of the teacher's classroom.
1	There is no process for prioritizing needs, or classroom data on student performance are not available to the teacher.

<b>Rating Rubric across Teachers in a School</b>	
4	Almost all teachers interviewed provide convincing evidence that improving student performance is the most important factor in prioritizing professional development needs.
3	Many teachers describe a prioritization process based on student performance levels.
2	Some teachers describe a prioritization process based on student performance levels, but many do not, or most of the professional development specified in the IPDPs is not related to student performance.
1	Few teachers indicate there is a process for prioritizing needs, or classroom data on student performance are not available to teachers, or as a whole the school is not using student data to drive planning for school improvement.

**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.

### **Rationale**

This standard reflects the requirements of the law for the development of Individual Professional Development Plans (IPDPs). Florida Statute requires **“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).”** (s. 1012.98 (4)(b)(5) F.S). 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.” (1012.98 (b)(5) F.S.)

The intent of the law is to ensure that every teacher receives professional development that is designed to increase the academic performance of the students in the classroom, and that the changes in student performance resulting from the professional development teachers receive can be and are evaluated.

### **Elaboration**

The IPDP may document only a small portion of the professional development the teacher has received during the last two years. Major professional development programs previously received by the teacher should be documented or referenced on the IPDP. Read the IPDP for the teacher carefully and compare with the record of professional development for which the teacher has received credit. Note that although the format for the IPDP may have categories such as “training objectives” or “student performance,” teachers may not complete the form with clearly defined training objectives or include measurable improvements in student performance. Give low ratings to IPDPs that have single words for training objectives such as “math” or use generic words for the student performance increases expected such as “more learning” or “good scores.” A training objective should specify the skills and content or benchmarks to be addressed or the name of the program that contains the training objectives. Note also that considerable variation may exist in the ways in which plans are completed within a school and across schools in a district. Check also for schools in which all plans are the same or all plans in one grade level or subject area are the same or even duplicated, or the same plans are used for a

teacher for both years, and give low ratings for such plans. Any plan that does not identify professional development at all receives a "1" rating. Raise in the team meetings any questions or issues with the plan format so that the Team Leader can probe further at the district level. Note also if different forms are being used from the one authorized by the district.

<b>Documents, Questions, and Probes</b>	
Check Individual Professional Development Plans to determine items in 1.1.4. (relationship to student performance data, clearly defined training objectives, measurable improvement in student performance, evaluation component).	

<b>Rating Rubric for Individual Teachers</b>	
4	The IPDP contains all components of the standard including the classroom data on which the plan is based, specific training objectives, measurable outcomes expected, and an evaluation component that will determine if the training was used and beneficial for students.
3	The IPDP contains most of the components.
2	The IPDP contains little specificity for the training objectives, student performance improvements expected, or planned evaluation methods.
1	The IPDP does not specify professional development, contains no references to student performance levels, are identical (indicating all teachers receive the same IPDP), or are not available.

<b>Rating Rubric across Teachers in a School</b>	
4	IPDPs of almost all of the teachers interviewed contain all four components of the standard.
3	IPDPs for many of the teachers contain most of the components.
2	Most IPDPs contain little specificity for the training objectives, student performance improvements expected, or planned evaluation methods.
1	Most IPDPs do not specify professional development, contain no references to student performance levels, are identical (indicating all teachers receive the same IPDP), or are not available.

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

**Rationale**

This standard reflects the requirements of the law for the development of Individual Professional Development Plans (IPDPs). Teachers should be receiving professional development that is directly related to improving the skills and knowledge used in the classrooms and programs that enhance rigor and relevance in the classroom. Current law (s. 1012.98 (4)(b)(2) F.S.) specifies these content areas for professional development supported by local school districts:

1. analysis of student achievement data;
2. ongoing formal and informal assessments of student achievement;
3. identification and use of enhanced and differentiated instructional strategies;
4. emphasize rigor, relevance, and reading in the content areas;
5. enhancement of subject content expertise;
6. integrated use of classroom technology that enhances teaching and learning;
7. classroom management;
8. parent involvement, and
9. school safety.

**Elaboration**

The content areas specified in the law provide flexibility to be applicable to all faculty at all levels of schools. Note that each IPDP does not have to address all specified content areas. For example, it is to be expected that mathematics teachers will receive the preponderance of their professional development in teaching strategies for mathematics, and similarly for other subject content teachers. A school may also be initiating a new school-wide program for student discipline in which all faculty are participating, and selected teachers may be improving their skills in technology.

<b>Documents, Questions, and Probes</b>
<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><b><i>Describe how the professional development activities in your IPDP relate to your teaching assignment.</i></b> [If no relation to the current assignment, probe for the relationship.] <b><i>Describe how the professional development offerings for this school relate to the teaching assignments of teachers.</i></b></p>

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher's IPDPs contains substantial training activities that are all focused on one or more of the content areas listed in the standard.
3	Many of the listed training activities are directly related to the listed content areas.
2	Some of the listed training activities in the IPDP are related to the prescribed content areas.
1	None of the listed training activities in the IPDP are related to the prescribed content areas, or no professional development is listed in the IPDP.

<b>Rating Rubric across Teachers in a School</b>	
4	Virtually all of the teachers' IPDPs contain substantial training activities that are all focused on one or more of the content areas listed in the standard.
3	Many of the IPDPs contain substantial training activities that are directly related to the listed content areas.
2	Some of the listed training activities in the IPDPs are related to the prescribed content areas.
1	None of the listed training activities in the IPDPs are related to the prescribed content areas, or no professional development is listed in many of the IPDPs.

**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.

**Rationale**

Adults learn more effectively when they are engaged in the learning and perceive the relevance of the learning to their job responsibilities. Learning communities are small groups of faculty who meet regularly to study more effective learning and teaching practices. Learning communities can be effective methods for infusing scientifically based research programs into classrooms.

**Elaboration**

Schools may have grade level or subject area planning groups that meet regularly through joint planning time. If the content of these meetings is primarily or solely the logistics of planning for instruction and discussing student needs, they do not constitute a learning community. These groups are considered learning communities if they identify new programs or topics to investigate, gather research and studies on new approaches, and share their findings, or implement and study the effectiveness of new practices and share these results with other faculty in the school. Note that planning meetings are not necessarily learning communities. Probe carefully to determine the topics of discussion and the results from the meetings. Note also that a school may have one or two learning communities composed of several teachers without the practice being pervasive in the school. Variations may be apparent as well in the frequency with which a learning community meets and the intensity of the activities that may range from weekly to monthly or even less frequently. More intensive activities should receive higher ratings. In some schools, reading and math coaches may be creating learning communities for groups of teachers. Look for planned sequences of new learning and new skills, and structured learning activities. Book studies may be counted if they are part of a concerted effort to examine practice and implement changes. Note that coaching is not necessarily a learning community. Also note that the expectation is that the learning community will be a subset of the entire faculty, not typically defined as a school as a whole.

<b>Documents, Questions, and Probes</b>
NOTE: Learning communities are small groups of faculty who meet regularly to study more effective learning and teaching practices. <i>Describe how your school organizes teachers into learning communities.</i>

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher participates regularly in multiple learning communities.
3	The teacher participates regularly in one learning community.
2	The teacher participates irregularly or infrequently in a learning community.
1	The teacher is unfamiliar with the concept of learning communities or does not participate in one.

<b>Rating Rubric across Teachers in a School</b>	
4	Almost all teachers provide convincing evidence that most teachers in the school participate regularly in learning communities.
3	Many of the teachers participate in learning communities on a regular basis.
2	A few of the teachers participate in learning communities, or several teachers participate irregularly.
1	Almost all teachers are unfamiliar with the concept of learning communities or do not participate in one.

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

**Rationale**

Florida law states 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.”* (s. 1012.98 (1) F.S.) Professional development is most likely to be used in the classroom when the content is relevant to the needs of the teachers and the school as a whole. This standard is intended to check on the consistency between the objectives in the IPDP and the actual training that is received by the teachers. It examines the congruence between the planning for professional development and the actual delivery of the professional development. When the planned professional development is actually delivered and addresses the needs documented in the IPDP, the teacher’s skills and knowledge should increase.

**Elaboration**

In good professional development systems, the training specified on the IPDPs is delivered to the teacher within a reasonable span of time. Individual IPDPs may specify professional development that is not received for a variety of reasons, including scheduling conflicts, restriction in funds for professional development, and shifting priorities within the school or district. One or two delays may be unavoidable, but if a pattern emerges of teachers not receiving the professional development that was planned, the efforts to improve student performance levels may be impaired. Note that if an IPDP does not list specific training objectives, it may be difficult to tell whether the training received by the teacher is relevant to the IPDP. If no professional development is listed on the IPDP, make judgments on relevance based on the recent professional development in which the teacher has participated. Select for further review one or two of the major programs listed on the teacher’s IPDP or from the record of inservice credit points awarded in the last two years.

<b>Documents, Questions, and Probes</b>
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]. How well do the training objectives reflect the objectives listed in your IPDP? Generally, how relevant is the content you receive through professional development to your needs as a teacher?</i>

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing evidence that almost all of the professional development received recently was directly related to the planned professional development listed on the IPDPs or to his/her teaching assignment.
3	Much of the professional development received recently is directly related to the planned professional development listed on the IPDPs or the teaching assignment.
2	Some of the professional development received recently is directly related to the planned professional development listed on the IPDPs or the teaching assignment.
1	Little of the professional development received recently is directly related to the planned professional development listed on the IPDPs or the teaching assignment, or the teacher cannot describe the professional development received.

<b>Rating Rubric across Teachers in a School</b>	
4	Almost all teachers provide convincing evidence that almost all of the professional development they receive is directly related to the planned professional development listed in their IPDPs or their teaching assignment.
3	Many teachers provide convincing evidence that most of the professional development they receive is directly related to the planned professional development listed in their IPDPs or their teaching assignment.
2	Some teachers provide convincing evidence that the professional development they receive is directly related to the planned professional development listed in their IPDPs, but others indicate the planned professional development was never received.
1	Few teachers indicate they receive the training listed on their IPDPs or many teachers cannot describe the professional development received.

**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.

**Rationale**

Florida law states that professional development systems must “*Support and increase the success of educators through collaboratively developed school improvement plans that focus on: (1.) Enhanced and differentiated instructional strategies to engage students in rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives...*” (s. 1012.98) (3)(a) F.S.) The professional development teachers receive should use learning strategies that are appropriate to the intended goal of the training. The learning strategies should apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback. Support and increase the success of educators through collaboratively developed school improvement plans that focus on:

**Elaboration**

Instructors should model the skills that teachers are expected to use in the classroom. The professional development should provide adequate opportunity for the teachers to practice the skills and for the instructor to provide feedback to teachers on their performance during the training session. Whenever possible, the instructors should teach the professional development sessions using the same techniques and strategies teachers are expected to be using with students. For example, if the program is designed to teach discipline methods, the instructor should model the techniques or use videos that model the methods. Teachers then should practice using the skills while in the classroom with the instructor observing and providing feedback. Instructors should avoid providing instruction that is mostly lecture or “talking heads” telling teachers what to do instead of having them practice and experience the learning.

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

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing evidence that almost all of the professional development received recently included modeling effective teaching practices as well as practice and feedback.
3	The teacher describes or documents appropriate learning strategies including modeling, practice, and feedback used in most professional development received.
2	The teacher describes or documents appropriate learning strategies including modeling, practice, and feedback in some professional development received with some evidence of lecture and “talking heads.”
1	The teacher describes or documents most of their recent professional development as primarily lecture and “talking heads.”

<b>Rating Rubric across Teachers in a School</b>	
4	Almost all teachers provide convincing evidence that almost all of the professional development they have received recently included modeling effective teaching practices as well as practice and feedback.
3	Many teachers report appropriate learning strategies including modeling, practice, and feedback used in most professional development received.
2	One or two teachers report appropriate learning strategies used in some professional development received, although other teachers report primarily lecture and “talking heads.”
1	Most teachers describe most of their recent professional development as primarily lecture and “talking heads.”

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

**Rationale**

Professional development that is most likely to effect improvements in student learning is sustained over an extended period of time and through multiple sessions that reinforce the skills and knowledge learned and provide opportunities for faculty to try the new methods in the classroom.

**Elaboration**

The amount of professional development needed to be “sustained” will vary with the content and skills targeted. Generally, professional development that is designed for implementing major new programs or strategies will extend 15 hours or more spread across multiple days. An example might be a program on reading comprehension strategies that is delivered in three 6-hour sessions, each a month apart, or nine 2-hour sessions extending over a semester during early release planning times. Teachers can then use the techniques in the classroom and report at the next session on their successes and areas needing improvements. Some exceptions, however, might be professional development in some content areas such as physical education, academic subjects, or fine arts that may address very specific skills and require only several hours of instruction. An example might be a three-hour training session for social studies teachers on recent constitutional rulings. To be avoided are one-shot, short-term programs lacking continuity or reinforcement.

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

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher documents that almost all of the professional development received recently has included sustained training over multiple sessions and multiple days.
3	The teacher documents receiving sustained training over multiple sessions and multiple days for many of the professional development programs.
2	The teacher documents receiving sustained training over multiple sessions and multiple days for a few of the professional development programs
1	The teacher documents most of their recent professional development as primarily short bursts of unrelated content.

<b>Rating Rubric across Teachers in a School</b>	
4	Almost all teachers document that almost all of the professional development they have received recently has included sustained training over multiple sessions and multiple days.
3	Many teachers report receiving sustained training over multiple sessions and multiple days for many of their professional development programs.
2	A few teachers report receiving sustained training over multiple sessions and multiple days for a few of their professional development programs.
1	Little evidence was available documenting that the training is sustained over multiple sessions and multiple days.

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

**Rationale**

This standard is directed towards the delivery method used by the trainer or facilitator conducting the professional development. Technology offers many ways for teachers to observe and experience new techniques. Using technology in professional development may be less expensive and carry fewer risks than using actual classrooms. To the extent possible and relevant, instructors should use current technology to deliver the professional development for teachers. For example, videotapes can be very helpful in demonstrating and modeling teachers using appropriate and inappropriate strategies for teaching science experiments, conducting guided reading in small groups, or controlling classroom behavior. Current law requires school districts to **“Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.”** (s. 1012.98 (4)(b)(8) F.S.)

**Elaboration**

Technology may include 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. Professional development provided on the use of technology such as computer-based programs or computer assisted instructional programs should be delivered using the medium being taught. Other technologies that reduce costs and increase the availability of professional development include web-based or online courses, some of which have multimedia downloading or viewing capabilities. Review manuals or agendas of courses/classes selected in 1.2.1 for use of technology. Probe during the interview for technology used in courses that are not teaching the technology itself, such as school safety, reading strategies, and classroom management.

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

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing evidence that the professional development received recently was delivered using technology appropriate to the content and skills being taught.
3	The teacher reports the appropriate use of technology in many professional development programs.
2	The teacher reports the appropriate use of technology in a few professional development programs.
1	The teacher reports most of the recent professional development received as delivered primarily through limited or no technology.

<b>Rating Rubric across Teachers in a School</b>	
4	Almost all teachers provide convincing evidence that the professional development they have received recently was delivered using technology appropriate to the content and skills being taught.
3	Many teachers report the appropriate use of technology in many of their professional development programs.
2	Some teachers report the appropriate use of technology in a few of their professional development programs.
1	Teachers describe most of their recent professional development as delivered primarily through limited or no technology.

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

**Rationale**

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. Time may be provided during the school day as periodic days dedicated to professional development, or part of a calendar in which students are released from school early on certain days. Teachers may also be provided professional development during pre- or post-planning times.

**Elaboration**

Most teachers will respond that there is never sufficient time to implement planned professional development. Probe to determine if the district provides days in the calendar that are dedicated to professional development and if teachers are mandated to attend professional development or allowed to use these days for other purposes. Another arrangement may be early release days each week or several times a year that are designated as professional development time with teachers required to attend. Note that some schools may provide early release days that are used by teachers primarily for planning and classroom organization. These should not be counted as part of professional development.

<b>Documents, Questions, and Probes</b>
<p><i>What time is allocated for professional development at this school? In your experience, is there sufficient time to participate in the professional development listed on your IPDP?</i></p>

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher reports having 4 or more days or the equivalent in the district calendar that are designated for professional development, and teachers are required to attend professional development on those days.
3	The teacher reports having the equivalent of 2 or 3 days in the calendar that are designated for professional development, and teachers are required to attend professional development on those days.
2	The teacher reports calendar time that may be used for professional development, teacher planning, or other activities at the teacher's discretion.
1	The teacher reports having no designated days or times for professional development and is not provided time to take professional development offerings.

<b>Rating Rubric for Individual Teachers</b>	
4	Teachers have 4 or more days or the equivalent in the district calendar that are designated for professional development, and teachers are required to attend professional development on those days.
3	Teachers are provided the equivalent of 2 or 3 days in the calendar that are designated for professional development, and teachers are required to attend professional development on those days.
2	Teachers are provided calendar time that may be used for professional development, teacher planning, or other activities at the teacher's discretion.
1	Teachers have no designated days or times for professional development and are not provided time to take professional development offerings.

**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.

**Rationale**

To make informed decisions concerning the need for professional development and to plan IPDPs, teachers need accurate and up-to-date information on the professional development they have received and the inservice points awarded for the professional development. Teachers should be able to access easily their records for all professional development received, including inservice points awarded and their progress towards recertification.

**Elaboration**

Records should be updated frequently to ensure teachers have current information concerning inservice points and additional points needed for recertification. Schools using automated systems in which teachers and administrators can access directly the records on inservice points should receive high ratings; however, easy access may also be provided through efficient office staff who can respond quickly to requests for information.

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

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher can access the inservice records at any time and has always found them to be accurate and up-to-date.
3	The teacher can access the inservice records with some effort and the records are updated at least quarterly.
2	The teacher finds inservice records are hard to access or are updated infrequently.
1	The teacher finds the system for documenting inservice points is not easily accessible and frequently contains inaccurate or out-of-date information.

<b>Rating Rubric across Teachers in a School</b>	
4	Teachers can access the inservice records at any time and always find them to be accurate and up-to-date.
3	Inservice records can be accessed with some effort and are updated at least quarterly.
2	Inservice records are hard to access or are updated infrequently.
1	The system for documenting inservice points is not easily accessible and frequently contains inaccurate or out-of-date information.

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

**Rationale**

Professional development must be used in the classrooms by teachers in order to impact on the learning of students. Transfer of the skills and knowledge gained through professional development to the classroom is an essential component of the process. The purpose of this standard is to ensure that teachers actually use what they have learned through professional development.

**Elaboration**

If the faculty member does not use the knowledge and skills learned in training to instruct students in the classroom, the purpose of providing professional development is defeated. Some teachers may try out a new technique but stop using it because it didn't work or was too much effort. Listen for descriptions of classroom applications of the skills and knowledge learned, and consistent, ongoing use rather than one-time or occasional usage. Note that some districts and consortia require teachers to submit documentation of follow-up classroom applications prior to awarding inservice points for the training. Note also the similarity of this standard to 1.4.1 – Implementing the Plan. In 1.3.1, make your judgment based on teachers' reports on the extent to which they have used the skills and knowledge in the classroom. For 1.4.1, look for the system and documentation used to evaluate the professional development listed in the IPDP and how the principal determined that the teacher actually applied the skills and knowledge.

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

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing examples of uses and applications of skills and knowledge gained through almost all of the recent professional development.
3	The teacher applies skills and knowledge gained through many of the recent professional development programs.
2	The teacher applies skills and knowledge gained through a few of the recent professional development programs.
1	The teacher documents little or no transfer of the skills to the classroom.

<b>Rating Rubric across Teachers in a School</b>	
4	All or almost all teachers interviewed provide convincing examples of uses and applications of skills and knowledge gained through almost all of their professional development programs.
3	Many teachers provide convincing examples of uses and applications of skills and knowledge gained through many of their professional development programs.
2	A few teachers provide convincing examples of uses and applications of skills and knowledge gained through a few of their professional development programs.
1	Teachers do not provide evidence or examples of transfer of skills to 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.

**Rationale**

Current law states that the district's professional development system shall: **“Provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards.”** (s. 1012.98 (4)(b)(3) F.S.) 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.

**Elaboration**

Coaching and mentoring may occur in many patterns. The trainers for a program may include follow-up coaching sessions in the classrooms of the participants. The school may embark on a new math program and provide coaching in the classrooms by a school-based math resource teacher who has also attended or delivered the training with the faculty. The district may provide reading, science, math, or technology resource teachers to serve a school full-time or several schools on a part-time basis to support a new district initiative. Teachers may be assigned a mentor (perhaps a National Board Certified Teacher) who provides one-on-one assistance in teaching activities and professional guidance. All of these efforts should be counted as coaching and mentoring. Probe, however, for school-based coaches to ensure their responsibilities actually include modeling for and coaching teachers. Some districts may also provide some coaching or mentoring activities through web-based resources.

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

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher documents coaching or mentoring activities in detail related to all major professional development programs in which he or she has participated recently.
3	The teacher documents coaching or mentoring activities related to several recent professional development programs.
2	The teacher documents coaching or mentoring activities related to one recent professional development program.
1	The teacher reports no coaching or mentoring activities related to their professional development.

<b>Rating Rubric across Teachers in a School</b>	
4	All or almost all teachers document coaching or mentoring activities in detail related to most major professional development programs in which they have participated recently.
3	Many teachers document coaching or mentoring activities in detail related to professional development programs.
2	Some teachers document coaching or mentoring activities in detail related to professional development programs.
1	Coaching or mentoring activities related to professional development generally are not conducted in this school.

**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.

**Rationale**

Current law requires school districts to “**Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.**” (s. 1012.98 (4)(b)(8) F.S.) Web-based resources and assistance can be a very economical and effective method for providing support and help to teachers following professional development as they try out the new skills and knowledge in their classrooms.

**Elaboration**

Web-based resources and assistance may be provided through a variety of mechanisms. Districts may maintain their own websites that contain follow-up assistance for specific professional development programs and more generic instruction on best practices for teachers. Districts participating with consortia may access the consortium website with follow-up assistance. Individual schools may also have websites on which discussion rooms, posting of experiences with new skills and techniques and other follow-up instruction may be shared. Instructors may give participants the references to web pages that contain additional resources and assistance. The district may provide discussion rooms, bulletin boards, or other support mechanisms for faculty in schools implementing new initiatives. Some districts may provide ongoing support for new teachers in their teacher induction program but not provide web-based resources and assistance for most other training. These efforts would receive low ratings. An ongoing issue for districts and schools is providing incentives and encouragement to teachers to increase their use of follow-up assistance available on the web.

<b>Documents, Questions, and Probes</b>
<i>What type of web-based resources and assistance have you been provided for any of your recent professional development?</i> Probe for a discussion room or bulletin board to talk about using the skills, or additional materials posted, or interchanges with the instructor.

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher documents the availability and use of web-based follow-up assistance related to all major professional development programs in which he or she has participated recently.
3	The teacher documents the availability and use of web-based follow-up assistance related to many recent professional development programs.
2	The teacher documents the availability and use of web-based follow-up assistance related to some recent professional development program.
1	The teacher reports no availability or use of web-based follow-up assistance related to their professional development.

<b>Rating Rubric across Teachers in a School</b>	
4	All or almost all teachers document the availability and use of web-based follow-up assistance coaching or mentoring activities related to most major professional development programs in which they have participated recently.
3	Many teachers document the availability and use of web-based follow-up assistance coaching or mentoring activities related to professional development programs.
2	Some teachers document the availability and use of web-based follow-up assistance coaching or mentoring activities related to professional development program.
1	Web-based follow-up assistance related to professional development generally is not available and used in this school.

**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.

**Rationale**

This standard reflects the requirements of the law for an evaluation component to ensure that Individual Professional Development Plans (IPDPs) are implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom. Current law states that the IPDP will “**Include an evaluation component that determines the effectiveness of the professional development plan.**” (s. 1012.98 (4)(b)(5)(c) F.S.) Teachers and administrators must be certain that the planned professional development reflected on the IPDP was received, and the teacher implemented the new skills and knowledge before drawing any conclusions about the effectiveness of the training or the impact on student change.

**Elaboration**

The standards for evaluation of the teacher’s IPDP consist of four criteria or stages: 1.) confirm that the teacher participated in and completed the planned professional development; 2) determine whether the teacher used the skills and techniques learned when back in the classroom; 3) determine any changes or improvements in students resulting from the new approaches; and 4) ensure that the assessments or measures used to verify the change were appropriate. **Standard 1.4.1** addresses the first two steps, **Standard 1.4.2** addresses the third step, and **Standard 1.4.3** addresses the fourth step. **Standard 1.4.5** addresses the use of the results from the evaluation in an ongoing continuous improvement planning and action cycle. For this standard (1.4.1), some principals require teachers to present to them lesson plans that demonstrate the use of the new program or skills in the classroom. Other principals may observe the teacher in the classroom using the new program or skills. Some districts and consortia require the teachers to submit evidence of the use of the new skills or program to principals or the district prior to awarding inservice training points. Assistant principals may also be assigned responsibility for all or part of this verification process. Note the similarity of this standard to 1.3.1 – Transfer to Students. In 1.3.1, make your judgment based on teachers’ reports on the extent to which they have used the skills and knowledge in the classroom. For 1.4.1, look for the system and documentation used to evaluate the professional development listed in the IPDP and how the principal determined that the teacher actually applied the skills and knowledge.

<b>Documents, Questions, and Probes</b>
<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. How does this school document that you have used the new skills or knowledge in the classroom?</i>

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing evidence of a meeting held with the principal in which meaningful discussions were held concerning the evaluation of the IPDP and the teacher's use of the new skills and knowledge in the classroom.
3	The teacher describes evaluations of IPDPs conducted in group settings, through department chairs, or formally in work sessions with other teachers.
2	The teacher describes evaluations of IPDPs conducted informally, perfunctorily, or with no documentation or meaningful discussions.
1	The teacher reports no evaluation of IPDPs that document they have implemented their IPDPs and the application of the skills and knowledge learned in the classroom, or the teacher has no IPDP to evaluate.

<b>Rating Rubric across Teachers in a School</b>	
4	All or almost all of the teachers provide convincing evidence of the evaluation conducted of their professional development.
3	Many of the teachers provide convincing evidence of the evaluation conducted of their professional development.
2	A few of the teachers provide convincing evidence of the evaluation conducted of their professional development.
1	Most teachers report not conducting evaluations that document they have implemented their IPDPs and applied of the skills and knowledge learned in the classroom.

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

**Rationale**

The purpose of the standard is to ensure that students learn more as a result of the professional development supported by the school. This standard reflects the requirements of the law for the development and evaluation of Individual Professional Development Plans (IPDPs). Current law specifies that IPDPs must “*Define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity.*” (s. 1012.98 (4)(b)(5)(b) F.S.)

**Elaboration**

The evaluation should begin with an examination of data linking student change to the professional development taken by teachers and used in the classroom. Some principals require teachers to present to them charts and graphs of student scores, portfolios of student work, or student test results that document student changes following the implementation of new programs and skills. These efforts should receive high ratings. Other administrators may talk with the teacher concerning student changes but require no documentation. These methods should receive low ratings. Note that if there is not a link of student achievement changes to the specific professional development received, this standard should be rated a “1.”

<b>Documents, Questions, and Probes</b>
<i>How did students improve as a result of the professional development you received and then applied in your classroom?</i>
<i>Did you and/or your administrator review these results?</i>

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing evidence that student achievement has increased as a result of the professional development completed and applied in the classroom and presents the data that were shared with the principal.
3	The teacher describes details of student achievement increasing as a result of the professional development, but without supporting data.
2	The teacher describes details of student achievement increasing but without any link to specific professional development completed.
1	The teacher presents no evidence of student changes resulting from the professional development they received.

<b>Rating Rubric across Teachers in a School</b>	
4	All or almost all teachers provide convincing evidence that student achievement has increased as a consequence of their professional development.
3	Many teachers provide convincing evidence that student achievement has increased as a consequence of their professional development.
2	A few teachers provide convincing evidence that student achievement has increased as a consequence of their professional development.
1	Teachers have no evidence of student changes resulting from the professional development they received.

**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.

**Rationale**

The purpose of this standard is to document the methods used in the evaluation of the IPDPs. The findings related to improvements in student achievement resulting from professional development should be based on valid and reliable measures of student achievement levels and academic growth.

**Elaboration**

Evaluations of the effect of training provided to teachers on student achievement should be demonstrated through standardized achievement tests when available or through other measures such as district developed tests, teacher-constructed tests, portfolios, and checklists of performance. Maintaining documentation of the relationship of training to student performance through any of the listed methods should receive high ratings. Note that this standard addresses the methods used to evaluate the impact of professional development. If no evaluation of the IPDP has been conducted, mark this standard with a "1."

<b>Documents, Questions, and Probes</b>
<i>Describe the evaluation methods used to document changes in student performance resulting from the professional development.</i>

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing evidence that the effect of his or her professional development on student achievement has been evaluated using objective standardized achievement measures and other appropriate measures with demonstrated validity and reliability.
3	The teacher provides evidence that the effect of his or her professional development on student achievement was evaluated using non-standardized objective measures such as unit tests, district-developed tests, and classroom tests.
2	The teacher provides evidence that the effect of his or her professional development on student achievement was evaluated using subjective measures such as observations, portfolios, or checklists of performance.
1	An evaluation of the effect of the teacher's professional development on student achievement was not conducted through standardized achievement tests or other achievement measures.

<b>Rating Rubric across Teachers in a School</b>	
4	All or almost all of the teachers provide convincing evidence that their professional development has been evaluated using standardized achievement tests and other measures.
3	Many teachers provide convincing evidence that their professional development has been evaluated using some of the methods identified in the standard.
2	A few teachers provide convincing evidence that their professional development has been evaluated using one or more the methods identified in the standard.
1	Evaluations of the effect of teachers' professional development on student achievement are not conducted through standardized achievement tests or other achievement measures.

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

**Rationale**

Action research is "a process where participants—who might be teachers, principals, support staff—examine their own practice, systematically and carefully, using the techniques of research." (Caro-Bruce, C. *The Action Research Facilitator's Handbook*. National Staff Development Council). Action research can be an effective method for integrating professional development with exemplary practice in a self-renewal learning system.

**Elaboration**

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. Individual teachers in a school may conduct action research as part of a course of study for an advanced degree or for National Board Certification. Some schools may encourage teachers to conduct action research, and some schools may have cooperative programs with local universities to conduct action research on specific topics or as part of a research agenda for the school and university. Any of these examples should be counted as action research. Key defining components are: a defined (written) plan of study, a description of the specific changes to be made in instruction or the classroom, a description of the group or subgroups of students involved, a statement of expected outcomes, a description of the systematic data collection methods, and evidence that the action research was completed such as summaries and analyses of the data and results. Another key factor is the teacher's conscious plan and effort to conduct action Research; it doesn't just "happen." When written and implemented well, some IPDPs may actually be action research plans and the evaluations may complete the cycle as part of a self-renewal learning system.

<b>Documents, Questions, and Probes</b>
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. <b><i>Have you been involved in any action research stemming from or associated with the professional development you have received? Describe these efforts.</i></b> Ask for copies of the research report.

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing evidence of participating in multiple action research projects that include written action research plans and data summaries and analyses.
3	The teacher has participated in and completed one action research project.
2	The teacher has participated in planning action research that is in progress.
1	The teacher has no knowledge of action research or is unfamiliar with the concept.

<b>Rating Rubric across Teachers in a School</b>	
4	All or almost all teachers provide convincing evidence that they participate in action research.
3	Many teachers provide convincing evidence that they participate in action research.
2	A few teachers provide convincing evidence that they participate in action research.
1	Most teachers have no knowledge of action research or are unfamiliar with the concept.

**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.

**Rationale**

The intent of conducting an evaluation of the effectiveness of the IPDPs is to use the results for ongoing improvements in classroom instruction and in modifying and adjusting the professional development in which teachers participate.

**Elaboration**

The results of the IPDP evaluation of the use of the learned skills and knowledge in the classroom and the impact on students should be part of the needs assessment process for the next school year's IPDP development. Results should also be used to modify or eliminate ineffective programs and strategies and expand effective ones. Note that if a teacher is rated low on implementing the IPDP and on evaluation methods, this standard should also be rated low. Note also that a review of two years of IPDP development and evaluation facilitates the judgments formed on this standard.

<b>Documents, Questions, and Probes</b>
<i>How were the results from your evaluation of your IPDP used?</i>

<b>Rating Rubric for Individual Teachers</b>	
4	The teacher provides convincing evidence that the results from the evaluations of the IPDPs are used consistently to plan additional professional development and eliminate ineffective professional development.
3	Evaluation of the teacher's IPDPs are conducted informally with inconsistent use of results to plan additional professional development or eliminate ineffective professional development.
2	Evaluation of the teacher's IPDPs are seldom or rarely used to plan additional professional development or eliminate ineffective professional development.
1	The teacher presents no evidence of using evaluation results, or there is no evaluation conducted of the implementation of the IPDP.

<b>Rating Rubric across Teachers in a School</b>	
4	All or almost all teachers provide convincing evidence that the results from the evaluations of their IPDPs are used to plan additional professional development and eliminate ineffective professional development.
3	Evaluations of the teachers' IPDPs are conducted informally with inconsistent use of results to plan additional professional development or eliminate ineffective professional development.
2	Evaluations of the teachers' IPDPs are seldom or rarely used to plan additional professional development or eliminate ineffective professional development.
1	Most teachers present no evidence of using evaluation results, or there is no evaluation conducted of the implementation of the IPDP.

**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.

**Rationale**

Continuous improvements in schools result from ongoing planning to effect key changes impacting on the performance level of students. Professional development is a critical tool available to administrators in improving the skills and knowledge of the faculty and implementing new instructional programs or more effective teaching strategies. Planning for faculty professional development should be an integral part of the school's process for planning improvements and should be driven by analyses of student performance levels as well as assessments of the needs of teachers for improvements.

**Elaboration**

The school's needs assessment for professional development may include an informal or formal survey generated by the school. This process may be conducted as part of a whole-district process of determining professional development needs in the district, or initiated by individual schools. Frequently these survey results, along with student achievement data, are part of the planning conducted for the School Improvement Plans. Professional development needs may also be identified in the School Technology Plan. Schools may review and analyze the contents of IPDPs across grade levels/subject areas. Check the process to ensure the school is using disaggregated data at the classroom level to determine professional development needs. The disaggregation may be on various levels such as student performance levels by quartiles, racial/ethnic groupings of students, genders of students, bus riders and non-bus riders, individual skills or benchmarks, or any number of student groupings. Note that if the school does not engage in a needs assessment process for their School Improvement Plan, it may be difficult to identify any process used to identify professional development needs. Also note that some districts conduct this process primarily from the district level and return data to schools.

<b>Documents, Questions, and Probes</b>	
<p>Ask for copies of:</p> <ul style="list-style-type: none"> <li>◆ Individual Professional Development Plans</li> <li>◆ School Improvement Plan</li> <li>◆ School Plans for Professional Development</li> <li>◆ Assessment of perceived needs for professional development</li> <li>◆ Documentation of the use of disaggregated data for planning professional development</li> <li>◆ Documentation of reviews and analyses of IPDPs across teachers by grade/subject area</li> <li>◆ Calendars documenting professional development</li> <li>◆ Course outlines for training delivered</li> <li>◆ Calendars or other schedules maintained by principal/assistant principal showing meetings with teachers to review IPDPs</li> <li>◆ Budgets and expenditure reports on professional development</li> </ul> <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><b><i>Describe the ways in which this school determines the professional development needs of the faculty.</i></b></p>	

<b>Rating Rubric</b>	
4	The needs assessment is based on classroom level disaggregated student achievement data and other methods for collecting input from all faculty and staff.
3	The school conducts a needs assessment but does not use classroom level disaggregated student achievement data.
2	Needs assessments are conducted informally with little or no documentation.
1	The school does not conduct a needs assessment of professional development as part of their planning 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.

**Rationale**

This standard is designed to ensure that the principal or designee meets individually with teachers to review the IPDP as it is being developed. These meetings are part of an overall process that ensures adherence to the law (s. 1012.98 (1) F.S.) stipulating that professional development will “**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 process also reflects the school’s valuing of professional development as a major tool for the organization to maximize the potential of each faculty member. Results from the reviews of last year’s IPDPs should be incorporated into the planning process for school-level professional development for the following year.

**Elaboration**

The principal or designee (such as an assistant principal) should conduct a meeting with the faculty member as part of the development of the IPDP. In the best professional development systems, the IPDP process is used as an opportunity for administrators to review with individual teachers the progress that students in their classes are making and the professional development needed to help the teacher make improvements in student learning. Administrators also use the IPDP administrator review as an opportunity to plan with the teacher for long term professional growth as part of the school’s continuous improvement planning. Although this responsibility may be divided among assistant principals, the designee should be in a position to ensure that the professional development is appropriate for the teacher and beneficial for the school. Check the IPDPs to determine if they have been signed and dated by an administrator. Note that in some instances there is evidence that the IPDP was created just prior to the visit or on the day of the visit. Provide a low rating for these situations. Also, in some schools no IPDPs may have been developed for the previous year. These schools will receive lower ratings.

<b>Documents, Questions, and Probes</b>
Review all IPDPs generated 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>

<b>Rating Rubric</b>	
4	The principal provides convincing evidence that he or she or a designated administrator has conducted individual meetings with teachers in which the success of professional development identified on the IPDP is reviewed, the relevance of the planned professional development is assured, and a meaningful discussion has been held of the professional growth planned for the teacher.
3	Some convincing evidence exists of individual meetings occurring, but the meetings are perfunctory, without meaningful discussion, or held by individuals without authority to ensure the appropriateness of the planned professional development.
2	The evidence available is limited, or reviews are conducted in a large group meeting, with grade level chairs or in teacher teams rather than with an administrator.
1	There is little or no verifiable and compelling evidence that the principal or designees meet with teachers to review the success of previous IPDPs or the relevance of planned professional development.

**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.

**Rationale**

Planning for school improvement and professional development is a complex process. Many sources of information must be incorporated into the overall plans. One component should be an analysis of the results from administrative reviews of teachers who need to improve their performance. These needs should be incorporated into the school-wide professional development plan to provide all teachers with the best opportunities to increase their proficiencies. Florida Statute s. 1012.98 (3)(c) stipulates that professional development must “**provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.**” Also, s. 1012.98 (10) F.S. states: “**For teachers, managers, and administrative personnel who have been evaluated as less than satisfactory, a district school board shall require participation in specific professional development programs as part of the improvement prescription.**”

**Elaboration**

The school-level needs assessment process should incorporate information from the administration’s annual review of the performance of teachers. Look for a school level process in which trends and patterns of similar needs are identified across teachers that are then combined into small group training, such as several teachers who need help with classroom discipline. Another example includes training teachers new to the school in a program that returning teachers have already institutionalized in their classrooms. These processes may be formal data from the Human Resource Development office or informal processes in which administrators consider and document common needs. Also, in some schools no IPDPs may have been developed for the previous year. These schools will receive lower ratings.

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

<b>Rating Rubric</b>	
4	The principal provides convincing evidence that the process for determining professional development provided to school faculty includes reviews of annual performance appraisal data.
3	Some evidence exists for the process, or the principal can convey some specific examples of planning professional development based on needs of specific groups of teachers.
2	Little evidence exists for the process, or principals indicate annual performance appraisal data are usually not available to schools.
1	Professional development plans reflect only school-wide needs and initiatives.

**2.1.4. Coordinating with SIP:** 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.

**Rationale**

Planning for school-level professional development should be conducted in conjunction with the planning for the School Improvement Plan to meet Goal 3.

**Elaboration**

Professional development planned for the school should reflect the needs, goals, and objectives identified in the School Improvement Plan (SIP), both school-wide training and training for groups of teachers with similar needs. These processes should both be driven by analyses of grade level and classroom level student performance data to determine gaps and identify priorities. In many schools, the process is a seamless interactive planning with professional development serving as a primary means of making school improvement. In other schools little mention of professional development is made in the SIPs.

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

<b>Rating Rubric</b>	
4	The principal provides convincing evidence that the process for determining professional development provided to school faculty is coordinated with the SIP planning process and the SIP contains multiple, detailed descriptions of the professional development that will be implemented to make school improvements.
3	Some evidence exists for the process, or the SIP contains references to professional development for some subject areas or grade levels.
2	Little evidence exists for the process, or the SIP contains few or sketchy references to professional development.
1	There is no apparent link between the SIP and planning for professional development activities in the school.

**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.

### **Rationale**

The best way to ensure a coordinated system for delivering quality professional development to teachers that meets their needs and improves overall teaching in the school is to generate and implement a school-wide professional development system. This system should be integrated with and an essential component of the overall school improvement process. A system is defined as the policies, specific plans, timelines, and facilitators for professional development to be delivered over an extended period of time, usually a year or more. Florida Statute s. 1012.98 (4)(b)(2) specifies that the professional development systems **“be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students.”** Other language in the statute states that districts must **“assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels...”** (1012.98 (3)(b) F.S.).

### **Elaboration**

The school-wide Professional Development System may be described as part of the School Improvement Plan or in a separate document. The intent is not to create a separate system for professional development, but to ensure that SIPs include and delineate professional development as a major solution to many of the school's improvement needs. The policies and logistics for school professional development may be delineated in the district's required professional development system, district procedures, or professional development guides disseminated by the district. The school should have a listing of the professional development that will be conducted during the year for all teachers and for smaller groups of teachers such as the third and fourth grade teachers, new teachers, or all math teachers. The plan should include approximate timeframes and the planned delivery agent (consultant, district staff, teacher, etc.). Note the language in statute related to “scientific research-based educational activities.” Professional development programs for teachers at the school and district level should have evidence that students taught by teachers using the recommended strategies and practices will learn more. Evidence should include results from standardized achievement measures, comparison studies, and research-based designs, preferably including randomization of students to trial programs. Schools and districts that are employing job-embedded instruction should have written evidence documenting the

effectiveness of this method, and evidence of consistent training provided to the job-embedded instructors to ensure consistent application and transfer of skills and knowledge. Note that some schools and districts have moved to generating separate professional development plans that are a component of the SIPs or generated in conjunction with the SIPS. If well-developed, these plans may be rated a “4” as exemplary.

<b>Documents, Questions, and Probes</b>	
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><b>Tell me about the process the school uses to incorporate results from evaluations of IPDPs into the school's Professional Development System.</b></i>	
<i><b>How does the school determine that professional development offerings are based in scientific research?</b></i>	

<b>Rating Rubric</b>	
4	The school's Professional Development System is linked and aligned with all of the areas listed, and the school has generated a separate document defining this system.
3	The school's Professional Development System is linked and aligned with most of the areas listed, primarily through the SIP planning process and document.
2	The school's Professional Development System is linked and aligned with few of the areas listed, or little reference to professional development is documented in the SIP or other documents.
1	There is no school Professional Development System or the SIP contains little or no reference to professional development and no separate document defines professional development plans or procedures for the school.

**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.

**Rationale**

This standard reflects the requirements of the law for school and district professional development systems. Teachers should be receiving professional development that is directly related to improving the skills and knowledge used in the classrooms and programs that enhance rigor and relevance in the classroom. Current law (s. 1012.98 (4)(b)(2) F.S.) specifies these content areas for professional development supported by local school districts:

1. analysis of student achievement data;
2. ongoing formal and informal assessments of student achievement;
3. identification and use of enhanced and differentiated instructional strategies;
4. emphasize rigor, relevance, and reading in the content areas;
5. enhancement of subject content expertise;
6. integrated use of classroom technology that enhances teaching and learning;
7. classroom management;
8. parent involvement, and
9. school safety.

**Elaboration**

The content areas specified in the law provide flexibility to be applicable to all faculty at all levels of schools. Note that each school does not have to address all specified content areas, but all professional development supported by the district should focus exclusively on these areas. For example, it is to be expected that schools may concentrate the preponderance of their professional development in teaching strategies for specific content areas such as reading or mathematics, depending on the school's analysis of student achievement results. A school may also be initiating a new school-wide program for student discipline in which all faculty are participating, and selected teachers may be improving their skills in technology.

<b>Documents, Questions, and Probes</b>
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.). <i>Describe how the professional development offerings for this school directly relate to teaching.</i>

<b>Rating Rubric</b>	
4	The school's Professional Development System contains substantial training activities that are all focused on the content areas listed in the standard.
3	Many of the listed training activities are directly related to the listed content areas.
2	Some of the listed training activities are directly related to the prescribed content areas.
1	None of the professional development listed in the school's Professional Development System are related to the prescribed content areas, or no professional development is listed in the SIP or other documents.

**2.1.7. Learning Communities:** The school organizes adults into learning communities whose goals are aligned with those of the school and district.

**Rationale**

Adults learn more effectively when they are engaged in the learning and perceive the relevance of the learning to their job responsibilities. Learning communities are small groups of faculty who meet regularly to study more effective learning and teaching practices. Learning communities can be effective methods for infusing scientifically based research programs into classrooms.

**Elaboration**

Schools may have grade level or subject area planning groups that meet regularly through joint planning time. If the content of these meetings is primarily or solely the logistics of planning for instruction and discussing student needs, they do not constitute a learning community. These groups are considered learning communities if they identify new programs or topics to investigate, gather research and studies on new approaches, and share their findings, or implement and study the effectiveness of new practices and share these results with other faculty in the school. Note that planning meetings are not necessarily learning communities. Probe carefully to determine the topics of discussion and the results from the meetings. Note also that a school may have one or two learning communities composed of several teachers without the practice being pervasive in the school. Variations may be apparent as well in the frequency with which a learning community meets and the intensity of the activities that may range from weekly to monthly or even less frequently. More intensive activities should receive higher ratings. In some schools, reading and math coaches may be creating learning communities for groups of teachers. Look for planned sequences of new learning and new skills, and structured learning activities. Note that coaching is not necessarily a learning community. Also note that the expectation is that the learning community will be a subset of the entire faculty, not typically defined as a school as a whole.

<b>Documents, Questions, and Probes</b>
NOTE: Learning communities are small groups of faculty who meet regularly to study more effective learning and teaching practices. <i>Describe how your school organizes teachers into learning communities.</i>

<b>Rating Rubric</b>	
4	The principal provides convincing evidence that almost all teachers in the school participate regularly in learning communities.
3	Many of the teachers participate in learning communities on a regular basis.
2	A few of the teachers participate in learning communities, or several teachers participate irregularly.
1	The principal reports that most teachers are unfamiliar with the concept of learning communities or do not participate in one.

**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.

**Rationale**

Florida law states 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.”* (s. 1012.98 (1) F.S.) Professional development is most likely to be used in the classroom when the content is relevant to the needs of the teachers and the school as a whole. This standard is intended to check on the consistency between the objectives in the school's Professional Development System and the actual training that is received by the teachers. It examines the congruence between the planning for professional development and the actual delivery of the professional development. When the planned professional development is actually delivered and addresses the needs documented in the school's professional development plan or SIP, the teacher's skills and knowledge may increase.

**Elaboration**

In good professional development systems, the training specified in the SIP or school's professional development plan is delivered to the faculty within a reasonable span of time. The SIP or other plans may specify professional development that is not received for a variety of reasons, including scheduling conflicts, restriction in funds for professional development, and shifting priorities within the school or district. One or two delays may be unavoidable, but if a pattern emerges of teachers not receiving the professional development that was planned, the efforts to improve student performance levels may be impaired. Note that if the SIP does not list professional development and there are no other detailed plans for professional development, it may be difficult to tell whether the training received by the teacher is relevant to the school or teacher needs. Select for further review one or two of the major programs listed in the SIP or from the records of major professional development efforts in the schools in the last two years.

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

<b>Rating Rubric</b>	
4	The principal provides convincing evidence that all of the professional development teachers have received recently was directly related to the planned professional development for the school.
3	Most of the professional development recently provided is directly related to the planned professional development for the school.
2	Little of the professional development teachers have received recently is directly related to the planned professional development for the school.
1	The principal indicates teachers have not received the training listed in the SIP or school-wide Professional Development System or cannot describe the professional development delivered to teachers.

**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.

**Rationale**

Florida law states that professional development systems must “*Support and increase the success of educators through collaboratively developed school improvement plans that focus on: (1.) Enhanced and differentiated instructional strategies to engage students in rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives...*” (s. 1012.98) (3)(a) F.S.) The professional development teachers receive should use learning strategies that are appropriate to the intended goal of the training. The learning strategies should apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

**Elaboration**

Instructors should model the skills that teachers are expected to use in the classroom. The professional development should provide adequate opportunity for the teachers to practice the skills and for the instructor to provide feedback to teachers on their performance during the training session. Whenever possible, the instructors should teach the professional development sessions using the same techniques and strategies teachers are expected to be using with students. For example, if the program is designed to teach discipline methods, the instructor should model the techniques or use videos that model the methods. Teachers then should practice using the skills with the instructor observing and providing feedback. Instructors should avoid providing instruction that is mostly lecture or “talking heads” telling teachers what to do instead of having them practice and experience the learning. Note that these good training practices apply to all professional development, including training developed and delivered by teachers at a school site. Evidence of the types of instructional strategies used by trainers and facilitators may be located in analyses of the end-of-course evaluation forms.

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

<b>Rating Rubric</b>	
4	The principal provides convincing evidence that the professional development teachers have received recently included modeling effective teaching practices as well as practice and feedback.
3	The principal describes or documents appropriate learning strategies including modeling, practice, and feedback used in most professional development teachers received.
2	The principal describes or documents appropriate learning strategies including modeling, practice, and feedback used in some professional development teachers received, although other sessions are primarily lecture and “talking heads.”
1	The principal describes or documents most of the recent professional development as primarily lecture and “talking heads.”

**2.2.3. Sustained Training:** Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.

**Rationale**

Professional development that is most likely to effect improvements in student learning is sustained over an extended period of time and through multiple sessions that reinforce the skills and knowledge learned and provide opportunities for faculty to try the new methods in the classroom.

**Elaboration**

The amount of professional development needed to be “sustained” will vary with the content and skills targeted. Generally, professional development that is designed for implementing major new programs or strategies will extend 15 hours or more spread across multiple days. An example might be a program on reading comprehension strategies that is delivered in three 6-hour sessions, each a month apart, or nine 2-hour sessions extending over a semester during early release planning times. Teachers can then use the techniques in the classroom and report at the next session on their successes and areas needing improvements. Some exceptions, however, might be professional development in some content areas such as physical education, academic subjects, or fine arts that may address very specific skills and require only several hours of instruction. An example might be a three-hour training session for social studies teachers on recent constitutional rulings. To be avoided are one-shot, short-term programs lacking continuity or reinforcement.

<b>Documents, Questions, and Probes</b>
<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?</i></p> <p><i>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>

<b>Rating Rubric</b>	
4	The principal documents that the professional development teachers have received recently has included sustained training over multiple sessions and multiple days.
3	The principal documents many teachers receiving sustained training over multiple sessions and multiple days for many of their professional development programs.
2	The principal documents a few teachers receiving sustained training over multiple sessions and multiple days for a few of their professional development programs.
1	Little evidence was available documenting that the training is sustained over multiple sessions and multiple days.

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

**Rationale**

This standard is directed towards the delivery method used by the trainer or facilitator conducting the professional development. Technology offers many ways for teachers to observe and experience new techniques. Using technology in professional development may be less expensive and carry fewer risks than using actual classrooms. To the extent possible and relevant, instructors should use current technology to deliver the professional development for teachers. For example, videotapes can be very helpful in demonstrating and modeling teachers using appropriate and inappropriate strategies for teaching science experiments, conducting guided reading in small groups, or controlling classroom behavior. Current law requires school districts to **“Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.”** (s. 1012.98 (4)(b)(8) F.S.)

**Elaboration**

Technology may include 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. Professional development provided on the use of technology such as computer-based programs or computer assisted instructional programs should be delivered using the medium being taught. Other technologies that reduce costs and increase the availability of professional development include web-based or online courses, some of which have multimedia downloading or viewing capabilities. Review detailed descriptions of courses/classes selected in 2.2.1 for use of technology. Probe during the interview for technology used in courses that are not teaching the technology itself, such as school safety, reading strategies, and classroom management.

<b>Documents, Questions, and Probes</b>
<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?</i> Probe for videos, Smart Boards, hand-held computers or PDAs, graphing calculators, websites, online courses, computer programs and other types of technology.</p>

<b>Rating Rubric</b>	
4	The principal provides convincing evidence that the professional development teachers have received recently was delivered using technology appropriate to the content and skills being taught.
3	The principal reports the appropriate use of technology in many professional development programs.
2	The principal reports the appropriate use of technology in a few professional development programs.
1	The principal describes most of the school's recent professional development as delivered primarily through limited or no technology.

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

**Rationale**

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. Time may be provided during the school day as periodic days dedicated to professional development, or part of a calendar in which students are released from school early on certain days. Teachers may also be provided professional development during pre- or post-planning times.

**Elaboration**

Most principals will respond that there is never sufficient time to implement planned professional development. Probe to determine if the district provides days in the calendar that are dedicated to professional development and if teachers are mandated to attend professional development or allowed to use these days for other purposes. Another arrangement may be early release days each week or several times a year that are designated as professional development time with teachers required to attend. Note that some schools may provide early release days that are used by teachers primarily for planning and classroom organization. These should not be counted as part of professional development.

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

<b>Rating Rubric</b>	
4	The school has 4 or more days or the equivalent in the district calendar that are designated for professional development, and teachers are required to attend professional development on those days.
3	The school provides the equivalent of 2 or 3 days in the calendar that are designated for professional development, and teachers are required to attend professional development on those days.
2	The school provides calendar time that may be used for professional development, teacher planning, or other activities at the teacher's discretion.
1	The school has no designated days or times for professional development and is not providing time for teachers to take professional development offerings.

**2.2.6. Dollar Resources:** Sufficient dollar resources are available to implement the planned professional development.

**Rationale**

Current law states: “**Each district school board shall provide funding for the professional development system as required by s. 1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom.**” (s. 1012.98 (5) F.S.) Professional development needs financial backing and fiscal resources to be implemented. Districts and schools demonstrate their commitment to providing quality professional development through allocation of adequate fiscal resources for professional development.

**Elaboration**

Fiscal resources for professional development are handled differently across the districts. Some schools receive direct categorical allocations from the district for which they are responsible. Other districts retain most of their categorical allocations at the district level and provide schools with opportunities to attend a variety of professional development offerings organized by the district. In these districts, principals may have little knowledge of the use of funds to support professional development. Probe for any cuts in funding for professional development or reductions in offerings.

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

<b>Rating Rubric</b>	
4	Resources for professional development at the school exceed the state allocation through local or school-based fund raising.
3	Sufficient financial resources are available for professional development.
2	Financial resources are limited, but available for core functions and major priorities.
1	Essential professional development activities have been eliminated or are not available because of lack of financial resources.

**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.

**Rationale**

To make informed decisions concerning the need for professional development and to plan school level professional development, administrators need accurate and up-to-date information on the professional development teachers have received, the inservice points awarded for the professional development, and progress made toward recertification. Principals should be able to access easily the records for all professional development teachers receive, including inservice points awarded and their progress towards recertification.

**Elaboration**

School administrators should be able to access easily the records for all professional development teachers in the school received, including inservice points awarded and their progress towards recertification. Records should be updated frequently to ensure teachers have current information concerning inservice points and additional points needed for recertification. Schools using automated systems in which teachers and administrators can access directly the records on inservice points should receive high ratings; however, easy access may also be provided through efficient office staff who can respond quickly to requests for information.

<b>Documents, Questions, and Probes</b>
<i>How do you find out about the number of inservice points teachers have earned toward recertification? How easy is it to access this system?</i>

<b>Rating Rubric</b>	
4	The school provides convincing evidence that the inservice records are easily accessed and updated frequently.
3	Inservice records can be accessed with some effort and are updated at least quarterly.
2	Inservice records are hard to access or are updated infrequently.
1	The system for documenting inservice points is not easily accessible and frequently contains inaccurate or out-of-date information.

**2.3.1. Transfer to Students:** The participants use the knowledge and skills learned in training to instruct students in the classroom.

**Rationale**

Professional development must be used in the classrooms by teachers in order to impact on the learning of students. Transfer of the skills and knowledge gained through professional development to the classroom is an essential component of the process. The intent of this standard is to ensure that the new skills and knowledge teachers acquire during professional development are actually employed in the classroom so that students benefit from the training the teachers received.

**Elaboration**

If the faculty member does not use the knowledge and skills learned in training to instruct students in the classroom, the purpose of providing professional development is defeated. Some teachers may try out a new technique but stop using it because it didn't work or was too much effort. Ask the principals the extent to which teachers actually apply what they have learned in the classrooms. Probe to determine the basis for their judgments on transfer to students. Principals may observe participants using the knowledge and skills learned in training to instruct students in the classroom, or they may require teachers to document this transfer through lesson plans or other documentation of actual use. Note that some districts and consortia require teachers to submit documentation of follow-up classroom applications prior to awarding inservice points for the training. Classroom walkthrough systems may provide some evidence of transfer if they have checklists of the specific skills or techniques of the programs in which the teacher participated. Coaches and mentors may also be documenting applications of skills and techniques for major professional development efforts, and may or may not be documenting the extent of this transfer or sharing it with principals. Note that the judgment made on this standard should reflect the perception of the principal on the extent to which teachers actually use the skills and knowledge acquired from professional development. Standard 2.4.1 examines the formal evaluation of this transfer process and the impact on student learning.

<b>Documents, Questions, and Probes</b>
<i>Please describe for me how teachers have used what they learned in the professional development in their classrooms.</i>
<i>How did you determine the transfer of knowledge and skills gained into the classroom?</i>

<b>Rating Rubric</b>	
4	The school provides convincing examples of uses and applications of skills and knowledge all or almost all teachers have gained in their professional development.
3	The school provides convincing examples that teachers apply the skills and knowledge gained through many of their professional development programs.
2	The school provides convincing examples that teachers apply the skills and knowledge gained through a few of their professional development programs.
1	The school documents little or no transfer of the skills to 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.

**Rationale**

Current law states that the district’s professional development system shall: **“Provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards.”** (s. 1012.98 (4)(b)(3) F.S.) 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.

**Elaboration**

Coaching and mentoring may occur in many patterns. The trainers for a program may include follow-up coaching sessions in the classrooms of the participants. The school may embark on a new math program and provide coaching in the classrooms by a school-based math resource teacher who has also attended or delivered the training with the faculty. The district may provide reading, science, math, or technology resource teachers to serve a school full-time or several schools on a part-time basis to support a new district initiative. Teachers may be assigned a mentor (perhaps a National Board Certified Teacher) who provides one-on-one assistance in teaching activities and professional guidance. All of these efforts should be counted as coaching and mentoring. Probe, however, for school-based coaches to ensure their responsibilities actually include modeling for and coaching teachers. Some districts may also provide some coaching or mentoring activities through web-based resources.

<b>Documents, Questions, and Probes</b>
<i>Describe any coaching or mentoring programs or activities that are used to follow-up on professional development at this school.</i>
<i>Do instructors or a coach or mentor go to classrooms to help teachers implement the new skills/training?</i>
<i>Does anyone else help teachers implement the new skills/training?</i>
<i>How long does the coaching or mentoring last?</i>
<i>Do you or others observe that teachers have mastered the new skills/training before the coaching/mentoring is discontinued?</i>

<b>Rating Rubric</b>	
4	The principal documents coaching or mentoring activities in detail related to all or almost all of the professional development teachers have received.
3	Many teachers are involved in coaching or mentoring activities.
2	Some teachers are involved coaching or mentoring activities.
1	Coaching or mentoring activities related to professional development generally are not conducted in this school.

**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.

**Rationale**

Current law requires school districts to “**Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.**” (s. 1012.98 (4)(b)(8) F.S.) Web-based resources and assistance can be a very economical and effective method for providing support and help to teachers following professional development as they try out the new skills and knowledge in their classrooms.

**Elaboration**

Web-based resources and assistance may be provided through a variety of mechanisms. Districts may maintain their own websites that contain follow-up assistance for specific professional development programs and more generic instruction on best practices for teachers. Districts participating with consortia may access the consortium website with follow-up assistance. Individual schools may also have websites on which discussion rooms, posting of experiences with new skills and techniques and other follow-up instruction may be shared. Instructors may give participants the references to web pages that contain additional resources and assistance. The district may provide discussion rooms, bulletin boards, or other support mechanisms for faculty in schools implementing new initiatives. Some districts may provide ongoing support for new teachers in their teacher induction program but not provide web-based resources and assistance for most other training. These efforts would receive low ratings. An ongoing issue for districts and schools is providing incentives and encouragement to teachers to increase their use of follow-up assistance available on the web.

<b>Documents, Questions, and Probes</b>
<i>What type of web-based resources and assistance have teachers been offered as follow-up assistance after professional development?</i> Probe for a discussion room or bulletin board to talk about using the skills, or additional materials posted, or interchanges with the instructor.

<b>Rating Rubric</b>	
4	The principal documents the availability and use of web-based assistance provided to all or almost all teachers as follow-up to all or almost all of their professional development.
3	Web-based assistance is available and used by many teachers as follow-up to several of their professional development programs.
2	Web-based assistance is available and used by some teachers as follow-up to one of their professional development programs.
1	Web-based follow-up assistance related to professional development generally is not available and used in this school.

**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.

### **Rationale**

Current law states that district professional development systems must “**Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.**” (s. 1012.98 (4)(b)(9) F.S.) The emphasis of this standard is to ensure a review of the progress the school made in implementing professional development for the school year and its actual use in classrooms. Teachers and administrators must be certain that the teachers received the planned professional development reflected on the school-wide Professional Development System and implemented the new skills and knowledge before drawing any conclusions about the effectiveness of the training or the impact on student change.

### **Elaboration**

The standards for evaluation of the school's professional development system consist of four criteria or stages: 1.) confirm that teachers participated in and completed the planned professional development; 2) determine whether teachers used the skills and techniques learned when back in the classroom; 3) determine any changes or improvements in students resulting from the new approaches; and 4) ensure that the assessments or measures used to verify the change were appropriate. **Standard 2.4.1** addresses the first two steps, **Standard 2.4.2** addresses the third step, and **Standard 2.4.3** addresses the fourth step. **Standard 2.4.4** addresses the use of the results from the evaluation in an ongoing continuous improvement planning and action cycle. For this standard (2.4.1), the school evaluation of the school-wide Professional Development System should be conducted in conjunction with the SIP planning process for the following year. Probe to see if the administration monitors the extent to which teachers are trained for major professional development initiatives. Check also on how principals determine whether teachers are implementing the new training in classrooms. Documentation may take many forms. Some principals require teachers to present to them lesson plans that demonstrate the use of the new program or skills in the classroom. Other principals may observe teachers in the classroom using the new program or skills. Some districts require the teachers to submit evidence of the use of the new skills or program to principals or the district prior to awarding inservice training points. Review as well any summaries or documents generated by the School Advisory Council or administration on the success of the SIP. Note the similarity of this standard to 2.3.1 – Transfer to Students.

In 2.3.1, make your judgment based on principal's reports on the extent to which they have used the skills and knowledge in the classroom. For 2.4.1, look for the system and documentation used to evaluate the professional development and how the principal determined that teachers actually applied the skills and knowledge from major programs. Note that information from the reviews principals or designees conduct of the outcomes from teacher IPDP evaluations can flow into the evaluation at the school level of the extent to which teachers participated in planned school-level professional development.

<b>Documents, Questions, and Probes</b>	
Review the SIP plan or other documents for evidence that the school checks to determine the success of the plan.	
<i>How does this school document that targeted teachers participated in planned professional development for major initiatives?</i>	
<i>How does this school document that teachers actually use the skills and knowledge they gained from professional development in their classrooms?</i>	

<b>Rating Rubric</b>	
4	The principal provides convincing evidence that the school evaluates the effectiveness of the planned school-level professional development and demonstrates an effective system for documenting the participation of teachers and transfer of skills to the classroom.
3	The school conducts formal or informal evaluations for some major programs, documenting the participation of teachers and transfer of skills to the classroom.
2	The school conducts informal evaluations of one or two selected programs, documenting the participation of teachers and transfer of skills to the classroom.
1	The school does not conduct evaluations that document the implementation of the planned professional development and transfer of skills to the classroom, or no evidence is available to demonstrate such evaluations.

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

**Rationale**

The purpose of the standard is to ensure that students learn more as a result of the professional development supported by the school.

**Elaboration**

Evidence for this standard can come from two levels. At the school level and usually as part of the SIP planning cycle, administrators may have linked directly improvements in test scores in such content areas as reading, mathematics, and science, with professional development provided to teachers in implementing new strategies in these areas. The best designs would compare student scores with scores of students in other schools not implementing the new strategies. Additional evidence can come from reviews of teachers' IPDPs to determine the effectiveness of the professional development in changing student performance levels. Some principals require teachers to present to them charts and graphs, portfolios of student work, or student test results that document student changes following the implementation of new programs and skills. Other administrators may talk with the teacher concerning student changes but require no documentation. Districts may also conduct formal evaluations of some major programs being implemented that include a professional development component. Note that if there is not a link of student achievement changes to the specific professional development received, this standard should be rated a "1."

<b>Documents, Questions, and Probes</b>
<i>Describe the way this school evaluates the impact of professional development on student performance levels. What changes have occurred in student performance that resulted from the professional development faculty received?</i>

<b>Rating Rubric</b>	
4	The school provides convincing evidence of increases in student learning as a consequence of the professional development teachers have received.
3	The school documents some direct evidence of increases in student learning as a consequence of several major professional development programs in which teachers participated.
2	The school documents some direct evidence of increases in student learning as a consequence of one or two major professional development programs in which teachers participated.
1	The school has no evidence of increases in student learning resulting from the professional development teachers received.

**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.

**Rationale**

The purpose of this standard is to document the methods used in the evaluation of the effectiveness of the school level professional development.

**Elaboration**

Most schools are implementing planning systems that are driven by the FCAT and other standardized achievement tests of student achievement. Additional achievement measures may also be used that are less formal and less rigorous. Examples include district achievement tests, teacher-constructed tests, portfolios, action research, and checklists of student performance. Check to see the extent to which these instruments are being used to determine the effects of training on student achievement. Evaluations of the effect of training provided to teachers on student achievement should be demonstrated through standardized achievement tests when available or through other measures such as those referenced above. Maintaining documentation of the relationship of training to student performance through any of the listed methods should receive high ratings. Note that this standard addresses the methods used to evaluate the impact of professional development at the school level. If no evaluation has been conducted, mark this standard with a "1."

<b>Documents, Questions, and Probes</b>
<i>What evaluation methods were used to document changes in student performance resulting from the professional 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>

<b>Rating Rubric</b>	
4	The school provides convincing evidence of using standardized achievement tests and other methods to measure student outcomes in evaluating the school's professional development for most major programs.
3	Evaluation of the school's professional development system includes standardized measures for some programs, but usually involves less formal methods.
2	Evaluation of the school's professional development system seldom includes any formal measures.
1	The school has no evidence of using standardized achievement tests or other methods to measure student outcomes from any of the professional development teachers received.

**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.

**Rationale**

The intent of this standard is to ensure that the information gathered through the evaluation of the professional development supported by the school is used to improve the professional development planned for the next year. Professional development that is not effective in increasing student achievement should be discontinued or modified. Also, the needs for professional development change over time, for example, when a school completes training on reading instruction and scores have increased.

**Elaboration**

The results of the evaluation of the use of the learned skills and knowledge in the classroom and the impact on students should be part of the needs assessment process for the next school year. Typically this process is conducted in conjunction with and may be seamless with planning for school improvement. Results should also be used to modify or eliminate ineffective programs and strategies and expand effective ones. Review any documents indicating an end-of-year examination of the SIP for progress and effectiveness. Probe to see if planning for one year incorporates results from previous year's evaluations. Also probe whether the district/school has a system to modify or eliminate training that does not result in achievement gains of students or when the need for training has been eliminated. Note that if a school is rated low on implementing the evaluation of professional development in Standard 2.4.1 and on evaluation methods in 2.4.3, this standard should also be rated low.

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

<b>Rating Rubric</b>	
4	The principal provides convincing evidence that the results from the evaluations of the school-level professional development system are used to plan additional professional development or discontinue ineffective professional development.
3	The principal documents that results from some evaluations of professional development are used to plan additional professional development.
2	The principal documents that results from a few evaluations of professional development are used to plan additional professional development, or the evidence provided is not convincing.
1	The principal presents no evidence of using evaluation results or there is no evaluation conducted of the implementation of the professional development.

**2.4.5. Expenditures:** The school administrator 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.

**Rationale**

Current law states: **“Each district school board shall provide funding for the professional development system as required by s. 1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom.”** (s. 1012.98 (5) F.S.) The legislature has required districts to document that professional development resources are concentrated on the major priorities established by the State Board of Education. Current law (s. 1012.98 (4)(b)(2) F.S.) specifies these content areas for professional development supported by local school districts:

1. analysis of student achievement data;
2. ongoing formal and informal assessments of student achievement;
3. identification and use of enhanced and differentiated instructional strategies;
4. emphasize rigor, relevance, and reading in the content areas;
5. enhancement of subject content expertise;
6. integrated use of classroom technology that enhances teaching and learning;
7. classroom management;
8. parent involvement, and
9. school safety.

**Elaboration**

Some districts have implemented systems that document expenditures for professional development at the school level by the legislatively-mandated categories. Other schools do not have systems in place for tracking the funds in this manner. Some schools may maintain hand-calculated records.

<b>Documents, Questions, and Probes</b>
Check budget and expenditure reports to document expenditures for professional development with breakdowns by categories.

<b>Rating Rubric</b>	
4	The principal provides convincing evidence that expenditures for professional development are documented by the categories as specified in s.1012.98 F.S.
3	The principal provides evidence that some professional development expenditures are documented by category.
2	The principal provides evidence that a few professional development expenditures are documented by category.
1	The principal provides no method for documenting expenditures by the listed categories.

**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.

**Rationale**

This standard reflects the requirements of the law for the development of district professional development systems. The intent of the standard is to ensure that districts ensure the rigor and relevance of professional development and that planned professional development for teachers directly flows from and supports the academic progress of their students in determining what professional development teachers need to attend that will increase the learning of their students.

**Elaboration**

The district needs assessment for professional development may be conducted as an informal or formal survey of all faculty or a school-level process in which principals and SACs determine the needs of the schools. Professional development needs may also be identified through the planning for the District Technology Plan or the required K-12 Reading Plan. Districts should have processes in place to conduct reviews of professional development included in IPDPs and/or SIPs with analyses of these results. Note that some districts may cumulate the IPDPs and/or SIPs, but not review or analyze them. Check the process to ensure the district is using a school-by-school analysis of disaggregated student achievement data by content area and skills. The disaggregation may be on various levels such as student performance levels by quartiles, racial/ethnic groupings of students, individual skills or benchmarks, or genders of students. Some districts may use a “bubble up” process involving teachers discussing and identifying needs that are conveyed to principals and on to the district. Others may be using a web-based system for collecting input from teachers. Check for documentation and cross-school analyses and summaries by the district.

<b>Documents, Questions, and Probes</b>	
<p>Ask for copies of:</p> <ul style="list-style-type: none"> <li>◆ District plans for professional development</li> <li>◆ Master Inservice Plan</li> <li>◆ District K-12 Reading Plan</li> <li>◆ District Technology Plan</li> <li>◆ District strategic plans reflecting professional development initiatives</li> <li>◆ Needs assessments for professional development</li> <li>◆ Documentation of the use of disaggregated data for planning professional development</li> <li>◆ Calendars documenting professional development offerings</li> <li>◆ Course outlines for training delivered</li> <li>◆ Budgets/expenditure reports on professional development</li> </ul> <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>	

<b>Rating Rubric</b>	
4	The district conducts a formal needs assessment annually that is based on school level disaggregated student achievement data, formal surveys of all teachers, and other formal methods for collecting input from all faculty and staff.
3	The needs assessment process contains most of the components such as formal reviews of disaggregated student data but informal collection of professional development needs.
2	The needs assessment process is informal, irregularly conducted, or does not include review of school-level disaggregated data.
1	The district does not conduct a needs assessment as part of their planning for professional 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.

### **Rationale**

Current law requires each school district to develop a professional development system **“...based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional development system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.”** (s. 1012.98 (4)(b)(2) F.S.) The statute also states 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.) Also, **“The system shall be developed in consultation with teachers, teacher-educators of community colleges and state universities, business and community representatives, and local education foundations, consortia, and professional organizations.”** (s. 1012.98 (4)(b) F.S.) Note also the recent requirement to include in the comprehensive staff development plan training and monitoring of fidelity of implementation of instructional materials that are in the first 2 years of the adoption cycle and that the district intends to purchase. (s. 1011.67 F.S.) The best way to ensure a coordinated system for delivering quality professional development to teachers that meets their needs and improves overall teaching in the school is to generate and implement a district-wide professional development system. This system should be integrated with and an essential component of the overall school improvement process. A system is defined as the policies, specific plans, timelines, and facilitators for professional development to be delivered over an extended period of time, usually a year or more.

### **Elaboration**

The written district plan should address each of the areas specified and document how the areas are related to professional development planned and delivered in the district. Note that in some districts the access to annual performance appraisal data may be limited. Note the language in statute related to “scientific research-based educational activities.”

Professional development programs for teachers at the school and district level should have evidence that students taught by teachers using the recommended strategies and practices will learn more. Evidence should include results from standardized achievement measures, comparison studies, and research-based designs, preferably including randomization of students to trial programs. Schools and districts that are employing job-embedded instruction should have written evidence documenting the effectiveness of this method, and evidence of consistent training provided to the job-embedded instructors to ensure consistent application and transfer of skills and knowledge. Note also the requirements for collaborative input. Districts should have documentation on the ways in which these groups are included in ongoing planning processes.

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

<b>Rating Rubric</b>	
4	The District-wide Professional Development System is linked and aligned with all of the areas listed.
3	The District-wide Professional Development System is linked and aligned with most of the areas listed.
2	The District-wide Professional Development System is linked and aligned with few of the areas listed.
1	There is no District-wide Professional Development System or little or no reference to the listed areas.

**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.

**Rationale**

This standard reflects the requirements of the law for district professional development systems. Teachers should be receiving professional development that is directly related to improving the skills and knowledge used in the classrooms and programs that enhance rigor and relevance in the classroom. Current law (s. 1012.98 (4)(b)(2) F.S.) specifies these content areas for professional development supported by local school districts:

1. analysis of student achievement data;
2. ongoing formal and informal assessments of student achievement;
3. identification and use of enhanced and differentiated instructional strategies;
4. emphasize rigor, relevance, and reading in the content areas;
5. enhancement of subject content expertise;
6. integrated use of classroom technology that enhances teaching and learning;
7. classroom management;
8. parent involvement; and
9. school safety.

**Elaboration**

The district Professional Development System and Master Inservice Plan should contain substantial training activities that are focused exclusively on the specified content areas listed. The content areas specified in the law provide flexibility to be applicable to all faculty at all levels of schools.

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

<b>Rating Rubric</b>	
4	The district's Professional Development System contains substantial training activities that are all focused on the content areas listed in the standard.
3	Many of the listed training activities are directly related to the listed content areas.
2	Some of the listed training activities are directly related to the prescribed content areas.
1	None of the professional development listed in the district's Professional Development System are related to the prescribed content areas, or no professional development is listed in the district's Professional Development System or other documents.

**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.

**Rationale**

The quality of the professional development delivered to faculty is highly dependent on the quality of the instructors facilitating the training. Florida law specifies that **“The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council.”** (s. 1012.98 (1) F.S.) All instructors should be aware of and incorporate the National Staff Development Council standards into their professional development programs. Any training designers should also be very familiar with and use the NSDC standards in developing courseware and professional development programs.

**Elaboration**

Some districts have incorporated the NSDC standards into training programs required for all of their course developers and trainers. Other districts may have disseminated the NSDC standards to principals or key professional development contacts in the schools with directions and materials to provide turn-key training to their faculties on the standards. Some districts have only provided the standards to principals but no directions accompany them on further dissemination. Note that the Florida Department of Education document entitled **Professional Development System Evaluation Protocol: Protocol System, Second Cycle** includes the NSDC standards as an appendix. If the district has conducted training on the Florida Standards and disseminated through the training this document, the rating should be a “4.” Note that some districts have used the Florida Standards as checklists for training developers, and others use the standards as the basis for evaluations of professional development.

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

<b>Rating Rubric</b>	
4	The district incorporates the NSDC and Florida professional development standards into training programs required for all of their course developers and trainers, or has through other means provided training to all key professional development trainers on the NSDC standards.
3	Some dissemination of the standards occurs.
2	Little dissemination of the standards occurs.
1	The district does not disseminate the NSDC and Florida professional development standards to trainers or to district and school staff responsible for planning, delivering, and evaluating professional development.

**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.

### **Rationale**

Florida law states 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.”* (s. 1012.98 (1) F.S.) Professional development is most likely to be used in the classroom when the content is relevant to the needs of the teachers and the school as a whole. This standard is intended to check on the consistency between the objectives in the district’s Professional Development System and the actual training that is delivered to the teachers. It examines the congruence between the planning for professional development and the actual delivery of the professional development. When the planned professional development is actually delivered and addresses the needs documented in the district’s professional development plan, the teacher’s skills and knowledge may increase. Another facet of this standard is the perception by teachers that the professional development they receive is directly relevant to their needs. Comprehensive needs assessments should increase the relevance of the overall offerings provided by the district.

### **Elaboration**

If the needs assessment process is not comprehensive, teachers may receive professional development unrelated to their content areas or assigned teaching responsibilities. Examine evidence of the relevance of the professional development such as evaluations of the professional development received by teachers. Note that web-based or computerized end-of-course evaluations provide an easily documented source of the relevance of professional development to teacher needs. Address as well the methods by which the Master Inservice Plan is updated, and the congruence between the Master Inservice Plan objectives with the actual training delivered. Select for further review one or two of the major programs listed in the professional development system, strategic plan, or from the records of major professional development efforts in the district in the last two years. Review the trainer’s guide for the programs and any other documents, materials describing the program. Use these programs to probe for details using the remaining standards.

<b>Documents, Questions, and Probes</b>	
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	Select from the District 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 district delivered on [topic listed in professional development system].</i> <i>How did the training objectives reflect the objectives listed in your professional development system?</i> <i>Generally, is the content the teachers receive through professional development relevant to the needs of teachers in the schools?</i>
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<b>Rating Rubric</b>	
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4	The district provides convincing evidence that the professional development delivered is related to the planned professional development for the district, such as teacher evaluations of the relevance of the professional development.
3	Most of the professional development delivered is directly related to the planned professional development for the district.
2	Little of the professional development delivered is directly related to the planned professional development for the district.
1	The district evaluations indicate teachers rated the professional development as not relevant.

**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.

**Rationale**

Florida law states that professional development systems must “*Support and increase the success of educators through collaboratively developed school improvement plans that focus on: (1.) Enhanced and differentiated instructional strategies to engage students in rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives...*” (s. 1012.98) (3)(a) F.S.) The professional development teachers receive should use learning strategies that are appropriate to the intended goal of the training. The learning strategies should apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback. Districts should provide training to trainers on using appropriate learning strategies.

**Elaboration**

Instructors should model the skills that teachers are expected to use in the classroom. The professional development should provide adequate opportunity for the teachers to practice the skills and for the instructor to provide feedback to teachers on their performance during the training session. Whenever possible, the instructors should teach the professional development sessions using the same techniques and strategies teachers are expected to be using with students. For example, if the program is designed to teach discipline methods, the instructor should model the techniques or use videos that model the methods. Teachers then should practice using the skills while in the classroom with the instructor observing and providing feedback. Instructors should avoid providing instruction that is mostly lecture or “talking heads” telling teachers what to do instead of having them practice and experience the learning. Examine the Master Inservice Plan for congruence of instructional strategies with the listed objectives. For the course/classes selected in 3.2.1, review detailed plans for instructional strategies, discuss with district staff, and if possible talk with designer and trainer(s).

<b>Documents, Questions, and Probes</b>
<p><i>Tell me about how the 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>

<b>Rating Rubric</b>	
4	The district provides convincing evidence that the professional development teachers have received recently included modeling effective teaching practices as well as practice and feedback.
3	The district documents appropriate learning strategies including modeling, practice, and feedback used in most professional development teachers received.
2	The district documents appropriate learning strategies including modeling, practice, and feedback used in some professional development teachers received, although other sessions are primarily lecture and “talking heads.”
1	The district documents most of the recent professional development as primarily lecture and “talking heads.”

**3.2.3. Sustained Training:** Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.

**Rationale**

Professional development that is most likely to effect improvements in student learning is sustained over an extended period of time and through multiple sessions that reinforce the skills and knowledge learned and provide opportunities for faculty to try the new methods in the classroom.

**Elaboration**

The amount of professional development needed to be “sustained” will vary with the content and skills targeted. Generally, professional development that is designed for implementing major new programs or strategies will extend 15 hours or more spread across multiple days. An example might be a program on reading comprehension strategies that is delivered in three 6-hour sessions, each a month apart, or nine 2-hour sessions extending over a semester during early release planning times. Teachers can then use the techniques in the classroom and report at the next session on their successes and areas needing improvements. Some exceptions, however, might be professional development in some content areas such as physical education, academic subjects, or fine arts that may address very specific skills and require only several hours of instruction. An example might be a three-hour training session for social studies teachers on recent constitutional rulings. To be avoided are one-shot, short-term programs lacking continuity or reinforcement. Review the Master Inservice Plan or other descriptions of offerings to determine the length of training of offered programs.

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

<b>Rating Rubric</b>	
4	The district's Master Inservice Plan or other documents depict that all or almost professional development sessions delivered to teachers has included sustained training over multiple sessions and multiple days.
3	The district's Master Inservice Plan or other documents depict that many professional development sessions delivered to teachers was sustained training over multiple sessions and multiple days for many of their professional development programs.
2	The district's Master Inservice Plan or other documents depict that few professional development sessions delivered to teachers were sustained training over multiple sessions and multiple days.
1	Little evidence was available documenting that the training is sustained over multiple sessions and multiple days.

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

**Rationale**

This standard is directed towards the delivery method used by the person conducting the professional development. Technology offers many ways for teachers to observe and experience new techniques. Using technology in professional development may be less expensive and carry fewer risks than using actual classrooms. To the extent possible and relevant, instructors should use current technology to deliver the professional development for teachers. For example, videotapes can be very helpful in demonstrating and modeling teachers using appropriate and inappropriate strategies for teaching science experiments, conducting guided reading in small groups, or controlling classroom behavior. Current law requires school districts to **“Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.”** (s. 1012.98 (4)(b)(8) F.S.)

**Elaboration**

Technology may include 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. Professional development provided on the use of technology such as computer-based programs or computer assisted instructional programs should be delivered using the medium being taught. Other technologies that reduce costs and increase the availability of professional development include web-based or online courses, some of which have multimedia downloading or viewing capabilities. Review detailed descriptions of courses/classes selected in 3.2.1 for use of technology. Probe during the interview for technology used in courses that are not teaching the technology itself, such as school safety, reading strategies, and classroom management.

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

<b>Rating Rubric</b>	
4	The district provides convincing evidence that the professional development teachers have received recently was delivered using technology appropriate to the content and skills being taught.
3	The appropriate use of technology is documented in many of the district's professional development programs.
2	The appropriate use of technology is documented in a few of the district's professional development programs.
1	The district descriptions of recent professional development reflect primarily limited or no appropriate use of technology.

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

**Rationale**

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. Time may be provided during the school day as periodic days dedicated to professional development, or part of a calendar in which students are released from school early on certain days. Teachers may also be provided professional development during pre- or post-planning times.

**Elaboration**

Most districts will respond that there is never sufficient time to implement planned professional development. Probe to determine if the district provides days in the calendar that are dedicated to professional development and if teachers are mandated to attend professional development or allowed to use these days for other purposes. Another arrangement may be early release days each week or several times a year that are designated as professional development time with teachers required to attend. Note that some districts may provide early release days that are used by teachers primarily for planning and classroom organization. These should not be counted as part of professional development. Districts that have 4 or more days in the calendar that are designated for professional development and require teachers to attend professional development on those days should receive high ratings.

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

<b>Rating Rubric</b>	
4	The district has 4 or more days or the equivalent in the district calendar that are designated for professional development, and teachers are required to attend professional development on those days.
3	The district provides the equivalent of 2 or 3 days in the calendar that are designated for professional development, and teachers are required to attend professional development on those days.
2	The district provides calendar time that may be used for professional development, teacher planning, or other activities at the teacher's discretion.
1	The district has no designated days or times for professional development and is not providing time for teachers to take professional development offerings.

**3.2.6. Dollar Resources:** Sufficient dollar resources are available to implement the planned professional development.

**Rationale**

Current law states: “**Each district school board shall provide funding for the professional development system as required by s. 1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom.**” (s. 1012.98 (5) F.S.) Professional development needs financial backing and fiscal resources to be implemented. Districts and schools demonstrate their commitment to providing quality professional development through allocation of adequate fiscal resources for professional development.

**Elaboration**

Fiscal resources for professional development are handled differently across the districts. Some schools receive direct categorical allocations for professional development from the district for which they are responsible. Other districts retain most of their state allocations at the district level and provide schools with opportunities to attend a variety of professional development offerings organized by the district. In these districts, principals may have little knowledge of the use of funds to support professional development. Some districts generate a district budget for professional development that reflects the entire state professional development allocation and is tracked and managed by the director of professional development; other district budgets may not be tracked easily. Some districts supplement these funds through local funding and should receive a 4 rating. Some districts use the state professional development funding to support the salaries of professional development staff, while others dedicate these funds to the training teachers receive. Districts using all of the state allocation for professional development for training teachers should receive a 3 rating. Probe for any cuts in funding for professional development or reductions in offerings.

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

<b>Rating Rubric</b>	
4	The district exceeds the state allocation in funding professional development, supplementing the funding through local funding.
3	Sufficient financial resources are available and the district dedicates the full state allocation to professional development for teachers.
2	Financial resources are limited, but available for core functions and major priorities.
1	Essential professional development activities have been eliminated or are not available because of lack of financial resources.

**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.

**Rationale**

To make informed decisions concerning the need for professional development and to plan school level professional development, administrators need accurate and up-to-date information on the professional development teachers have received, the inservice points awarded for the professional development, and progress made toward recertification. Principals should be able to access easily the records for all professional development teachers receive, including inservice points awarded and their progress towards recertification.

**Elaboration**

School administrators should be able to access easily the records for all professional development teachers in the school received, including inservice points awarded and their progress towards recertification. Records should be updated frequently to ensure teachers have current information concerning inservice points and additional points needed for recertification. Districts using automated systems in which teachers and administrators can access directly the records on inservice points should receive high ratings; however, easy access may also be provided through efficient office staff who can respond quickly to requests for information.

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

<b>Rating Rubric</b>	
4	The district provides convincing evidence that the inservice records are easily accessed and updated frequently.
3	Inservice records can be accessed with some effort and are updated at least quarterly.
2	Inservice records are hard to access or are updated infrequently.
1	The system for documenting inservice points is not easily accessible and frequently contains inaccurate or out-of-date information.

**3.2.8. Leadership:** The district recognizes and supports professional development as a key strategy for supporting significant improvements.

**Rationale**

A key factor in the success of any organization and especially a school system is the ongoing support and allegiance of the teachers and administrators who make the system run. Organizational theory has documented that effective improvements in school systems incorporate professional development into all major improvement efforts. Districts should value professional development as a major tool in changing the culture and increasing the effectiveness and efficiency of the organization.

**Elaboration**

Check to determine the extent to which professional development has been a key factor in implementing the most recent district initiatives. Look for the use of professional development to inform and solicit support for district initiatives as well as developing new skills and implementing new processes. Examples may be reading initiatives, school safety, or block scheduling. Some districts may have reduced or eliminated funding for professional development, demonstrating a lack of commitment to professional development in the district.

<b>Documents, Questions, and Probes</b>	
	<i>What is the role of professional development in this district in supporting significant improvements in educational programs?</i>
	<i>How does your district demonstrate that it values professional development?</i>

<b>Rating Rubric</b>	
4	The district provides convincing evidence that professional development is a high priority for the district and is included in major district initiatives.
3	Some evidence exists that professional development is valued in the district.
2	Little evidence exists that professional development is valued in the district.
1	The district demonstrates lack of support for professional development or has substantially reduced the funding for professional development.

**3.2.9. Growing the Organization:** The district seeks out and fosters professional development and promotion for employees with potential.

**Rationale**

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. Districts should openly acknowledge the strength of the people in their organization and make commitments to each one to maximize their potential within the school system. Individual Professional Development Plans can play an important role in this process.

**Elaboration**

Districts should be identifying from within their ranks the potential of faculty and staff to expand their skills and knowledge through professional development. For faculty members, the IPDPs can serve as an excellent vehicle for planning professional growth and advancement. Look for any formal or informal systems to identify teachers with potential and actively support their advancement through professional development opportunities and other growth experiences. Some districts operate a leadership academy or principal training program to guide potential new administrators into careers. Similar opportunities may be in place for teacher aides and other non-certificated staff. Districts that pay tuition for paraprofessionals to become certified teachers, exceed the state compensation to National Board Certified teachers, or provide other financial incentives to employees to improve their skills and knowledge should receive a 4 rating.

<b>Documents, Questions, and Probes</b>	
<i>What is the relationship of professional 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>	

<b>Rating Rubric</b>	
4	The district demonstrates that professional development is used by the district to grow the organization.
3	Some efforts are in place to grow the organization.
2	Few efforts are in place to grow the organization.
1	The district makes little or no use of professional development to increase organizational capacity and potential.

**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.

**Rationale**

Professional development must be used in the classrooms by teachers in order to impact on the learning of students. Transfer of the skills and knowledge gained through professional development to the classroom is an essential component of the process. The intent of this standard is to ensure that the new skills and knowledge teachers acquire during professional development are actually employed in the classroom so that students benefit from the training the teachers received.

**Elaboration**

If the faculty member does not use the knowledge and skills learned in training to instruct students in the classroom, the purpose of providing professional development is defeated. Some teachers may try out a new technique but stop using it because it didn't work or was too much effort. Ask the district how principals determine the extent to which teachers actually apply what they have learned in the classrooms and any use of this information at the district level to establish or modify systems in place to assist the transfer into classrooms. Probe to determine the basis for their judgments on transfer to students. Principals may observe participants using the knowledge and skills learned in training to instruct students in the classroom, or they may require teachers to document this transfer through lesson plans or other documentation of actual use. Note that some districts and consortia require teachers to submit documentation of follow-up classroom applications prior to awarding inservice points for the training. Classroom walkthrough systems may provide some evidence of transfer if they have checklists of the specific skills or techniques of the programs in which the teacher participated. Coaches and mentors may also be documenting applications of skills and techniques for major professional development efforts, and may or may not be documenting the extent of this transfer or sharing it in any form with the district. Review any data the district may summarize from professional development evaluation forms or principal reviews of IPDPs. Note that the judgment made on this standard should reflect the extent to which teachers actually use the skills and knowledge acquired from professional development. Standard 2.4.1 examines the formal evaluation of this transfer process and the impact on student learning.

<b>Documents, Questions, and Probes</b>
<i>Please describe for me how the district documents that teachers have used what they learned in the professional development in their classrooms.</i>

<b>Rating Rubric</b>	
4	The district provides convincing evidence of systems in place to determine the uses and applications of skills and knowledge teachers have gained in their professional development in the classrooms.
3	The district provides convincing evidence that teachers apply the skills and knowledge gained through many of their professional development programs.
2	The district provides convincing evidence that teachers apply the skills and knowledge gained through a few of their professional development programs.
1	The district documents little or no transfer of the skills to the classroom or there is no system in place to determine the transfer has occurred.

**3.3.2. Coaching and Mentoring:** The district 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.

**Rationale**

Current law states that the district’s professional development system shall: **“Provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards.”** (s. 1012.98 (4)(b)(3) F.S.) 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.

**Elaboration**

Coaching and mentoring may occur in many patterns. The trainers for a program may include follow-up coaching sessions in the classrooms of the participants. The school may embark on a new math program and provide coaching in the classrooms by a school-based math resource teacher who has also attended or delivered the training with the faculty. The district may provide reading, science, math, or technology resource teachers to serve a school full-time or several schools on a part-time basis to support a new district initiative. Teachers may be assigned a mentor (perhaps a National Board Certified Teacher) who provides one-on-one assistance in teaching activities and professional guidance. All of these efforts should be counted as coaching and mentoring. Probe, however, for school-based coaches to ensure their responsibilities actually include modeling for and coaching teachers. Some districts may also provide some coaching or mentoring activities through web-based resources.

<b>Documents, Questions, and Probes</b>
<p><i>What coaching/mentoring systems are in place? Describe the duration and intensity of these efforts.</i></p> <p><i>Do the instructors or coaches or mentors 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>Are any web-based coaching systems in place?</i></p> <p><i>How does the district determine that teachers have mastered the new skills/training before the coaching/mentoring is discontinued?</i></p>

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<b>Rating Rubric</b>	
4	The district documents coaching or mentoring activities in detail related to all or almost all of the professional development teachers have received.
3	Many teachers are involved in coaching or mentoring activities.
2	Some teachers are involved coaching or mentoring activities.
1	Coaching or mentoring activities related to professional development generally are not conducted in this district.

**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.

**Rationale**

Current law requires school districts to “**Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.**” (s. 1012.98 (4)(b)(8) F.S.) Web-based resources and assistance can be a very economical and effective method for providing support and help to teachers following professional development as they try out the new skills and knowledge in their classrooms.

**Elaboration**

Web-based resources and assistance may be provided through a variety of mechanisms. Districts may maintain their own websites that contain follow-up assistance for specific professional development programs and more generic instruction on best practices for teachers. Districts participating with consortia may access the consortium website with follow-up assistance. Individual schools may also have websites on which discussion rooms, posting of experiences with new skills and techniques and other follow-up instruction may be shared. Instructors may give participants the references to web pages that contain additional resources and assistance. The district may provide discussion rooms, bulletin boards, or other support mechanisms for faculty in schools implementing new initiatives. Some districts may provide ongoing support for new teachers in their teacher induction program but not provide web-based resources and assistance for most other training. These efforts would receive low ratings. An ongoing issue for districts and schools is providing incentives and encouragement to teachers to increase their use of follow-up assistance available on the web.

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

<b>Rating Rubric</b>	
4	The district documents the availability and use of web-based assistance provided to all or almost all teachers as follow-up to all or almost all of their professional development.
3	Web-based assistance is available and used by many teachers as follow-up to several of their professional development programs.
2	Web-based assistance is available and used by some teachers as follow-up to one of their professional development programs.
1	Web-based follow-up assistance related to professional development generally is not available and used in this district.

**3.3.4. Follow-up Coordination:** The district coordinates the follow-up services provided across multiple schools receiving training.

**Rationale**

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. Active processes should be in place to ensure consistency in the follow-up assistance provided to all participating teachers.

**Elaboration**

Follow-up coordination may be provided through regular meetings of the people providing the follow-up services, as well as guides or outlines directing the follow-up services to be delivered. For example, if the district is providing reading coaches for a new reading initiative, there should be regular communication among the coaches about how to assist the teachers and to address issues and situations encountered during the follow-up sessions. Examples of some ways this communication flow can occur include monthly or bi-monthly meetings, use of web-based discussion groups, or quarterly retreats to review progress and plan additional strategies.

<b>Documents, Questions, and Probes</b>	
<i>How are follow-up services coordinated across multiple schools receiving training?</i>	

<b>Rating Rubric</b>	
4	The district documents methods or programs to provide follow-up coordination for all or almost all major professional development received by teachers.
3	The district documents follow-up coordination for many major programs.
2	The district documents follow-up coordination for a few major programs.
1	The district does not provide follow-up coordination for coaching or mentoring programs provided to teachers following professional development.

**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.

### **Rationale**

Current law states that district professional development systems must “**Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.**” (s. 1012.98 (4)(b)(9) F.S.) The emphasis of this standard is to ensure that districts evaluate the effectiveness of the professional development conducted on a regular basis. Districts must be certain that teachers received the planned professional development and implemented the new skills and knowledge before drawing any conclusions about the effectiveness of the training or the impact on student change.

### **Elaboration**

The standards for evaluation of the district's professional development system consist of four criteria or stages: 1.) confirm that teachers participated in and completed the planned professional development (**Standard 3.4.1**); 2) determine whether teachers used the skills and techniques learned when back in the classroom; (**Standard 3.4.2**) 3) determine any changes or improvements in students resulting from the new approaches; (**Standard 3.4.3**) and 4) ensure that the assessments or measures used to verify the change were 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. For this standard (3.4.1), the evaluation of the district's Professional Development System should be conducted in conjunction with the district's overall planning for school improvement. Check for any documents or summaries that demonstrate that the planned professional development for a given year was actually delivered, especially for major initiatives. Districts should also examine the extent to which targeted teachers are participating in major professional development initiatives. Districts with computerized registration and inservice participation systems may generate reports tracking the numbers of teachers by grade level taught, subject area, and school for major programs. Examples may be training conducted for adoption of a new textbook series. End-of-course evaluations should be summarized and used to determine teacher satisfaction with the training and guide improvements in the programs. Note that small districts may participate in consortia that generate participation reports and conduct evaluations for member districts of major professional development programs. Some federal programs and grant programs also have requirements for evaluations that may include professional development.

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

<b>Rating Rubric</b>	
4	The district provides convincing evidence that the district routinely evaluates the extent to which planned professional development is implemented and teachers participate in professional development for all major programs.
3	The district evaluates the implementation and teacher participation for many professional development programs.
2	The district evaluates the implementation and teacher participation for a few professional development programs.
1	The district does not have evidence of conducting evaluations that document the implementation of the planned professional development or teacher participation.

**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.

**Rationale**

The purpose of this standard is to ensure that all districts will have some data for some programs documenting the use of the newly learned knowledge and skills in the classroom.

**Elaboration**

The intent of this standard is not to require district evaluations of all professional development but to ensure that data are available for at least 10% of the professional development conducted throughout the district. Typically, the 10% should include the major program initiatives and may be directly associated with district-level strategic planning. Some districts monitor program implementation on a regular basis, but other districts may have little evidence that the district has a procedure to monitor implementation. At a minimum, districts should have processes in place to evaluate the extent to which teachers learned the skills and knowledge presented in major professional development programs. Evaluations may be conducted in conjunction with major program initiatives such as a new science curriculum or implementing a middle school concept in several schools. Districts may conduct formal follow-up evaluations only of major programs. Some districts conduct formal follow-up evaluations of professional development at a three-month or six-month interval to determine whether teachers are using the skills. In other districts, this process may be informal rather than formal. Schools may be conducting classroom walkthroughs or coaches may visit classrooms to see teachers implementing major skills and techniques; however, the district should have processes in place to routinely summarize and use this information. Some districts have no efforts in place to evaluate the use and impact of professional development. In determining whether 10% of the programs have follow-up evaluations, review the major initiatives, the proportion of the budget accounted for by the programs evaluated, or the proportion of teachers impacted by the new training. Formal evaluations should include descriptions of the program, methodology used, teacher participation data, evidence of classroom application, and results. Note that for small districts with resources available for only one or two major professional development programs, a “4” rating would be a formal evaluation of either program.

<b>Documents, Questions, and Probes</b>
<p><i>How does this district document that teachers are using the new skills/knowledge in classrooms after receiving professional development?</i></p> <p><i>What formal evaluation of professional development efforts have been conducted in the last two years? (Ask for copies of any reports.)</i></p>

<b>Rating Rubric</b>	
4	The district presents copies of formal evaluations of the transfer of skills and knowledge into the classrooms of approximately 10% of recent major professional development programs and has a system in place to ensure ongoing evaluations.
3	Some formal evaluations have been conducted of recent major professional development programs.
2	One or two formal evaluations have been conducted of recent major professional development programs.
1	The district does not conduct formal evaluations of the transfer of skills and knowledge into the classrooms from planned professional development.

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

**Rationale**

The purpose of the standard is to ensure that students learn more as a result of the professional development supported by the school.

**Elaboration**

The major reason for conducting professional development is to increase teacher effectiveness so that students learn more. Districts should be tracking the impact of professional development on student performance levels. Districts may conduct formal evaluations of some major programs being implemented that include a professional development component. Districts may have linked directly improvements in test scores in such content areas as reading, mathematics, and science, with professional development provided to teachers in implementing new strategies in these areas. The best designs compare student scores with scores of students in schools where teachers participated in professional development and implemented new strategies with scores of students in other schools not implementing the new strategies.

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

<b>Rating Rubric</b>	
4	The district provides convincing evidence that of increases in student learning as a result of the professional development teachers have received.
3	The district documents some direct evidence of increases in student learning as a consequence of several major professional development programs in which teachers participated.
2	The district documents some direct evidence of increases in student learning as a consequence of one or two major professional development programs in which teachers participated.
1	The district has no evidence of increases in student learning resulting from the professional development teachers received.

**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.

**Rationale**

The purpose of this standard is to document the methods used in the evaluation of the effectiveness of the school level professional development and ensure that outcome measures include standardized assessments with validity and reliability when available and appropriate.

**Elaboration**

Most districts are implementing planning systems that are driven by the FCAT and other standardized achievement tests of student achievement. Additional achievement measures may also be used that are less formal and less rigorous. Examples include district achievement tests, teacher-constructed tests, portfolios, action research, and checklists of student performance. Check to see the extent to which these instruments are being used to determine the effects of training on student achievement. Evaluations of the effect of training provided to teachers on student achievement should be demonstrated through standardized achievement tests when available or through other measures such as those referenced above. Maintaining documentation of the relationship of training to student performance through any of the listed methods should receive high ratings. Note that this standard addresses the methods used to evaluate the impact of professional development. If no evaluation has been conducted, mark this standard with a "1." Note also that the Department encourages schools and teachers to use action research as part of a self-renewal learning system. 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. Key defining components are: a defined (written) plan of study, a description of the specific changes to be made in instruction or the classroom, a description of the group or subgroups of students involved, a statement of expected outcomes, a description of the systematic data collection methods, and evidence that the action research was completed such as summaries and analyses of the data and results.

<b>Documents, Questions, and Probes</b>
<i>What evaluation methods were used to document changes in student performance resulting from the professional development?</i>
<i>To what extent does this district organize and support action research stemming from or associated with the professional development received?</i>

<b>Rating Rubric</b>	
4	The district provides convincing evidence of using standardized achievement tests and other methods to measure student outcomes in evaluating the school's professional development.
3	Evaluation of professional development in the district includes standardized measures for some programs, but usually involves less formal methods.
2	Evaluation of professional development in the district seldom includes any formal measures.
1	The district presents no evidence of using standardized achievement tests or other methods to measure student outcomes from the professional development teachers received.

**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.

**Rationale**

The intent of this standard is to ensure that the information gathered through the evaluation of the professional development supported by the district is used to improve the professional development planned for the next year. Professional development that is not effective in increasing student achievement should be modified or discontinued. Also, the needs for professional development change over time, for example, when a district completes training on reading instruction and scores have increased.

**Elaboration**

The results of the evaluation of the use of the learned skills and knowledge in the classroom and the impact on students should be part of the needs assessment process for the next school year's professional development. Results should also be used to modify or eliminate ineffective programs and strategies and expand effective ones. Probe to see if the district/school has a system to eliminate training that does not result in achievement gains of students or when the need for training has been eliminated. Note that if a district is rated low on implementing the evaluation of professional development in Standard 3.4.1 and on evaluation methods in 3.4.3, this standard should also be rated low.

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

<b>Rating Rubric</b>	
4	The district provides convincing evidence that the results from the evaluations of the professional development received by the district are used to plan additional professional development or discontinue ineffective professional development.
3	The district documents that results from some evaluations of professional development are used to plan additional professional development.
2	The district documents that results from a few evaluations of professional development are used to plan additional professional development, or the evidence provided is not convincing.
1	The district presents no evidence of using evaluation results or there is no evaluation conducted of the implementation of the professional development.

**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.

**Rationale**

Current law states: **“Each district school board shall provide funding for the professional development system as required by s. 1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom.”** (s. 1012.98 (5) F.S.) The legislature has required districts to document that professional development resources are concentrated on the major priorities established by the State Board of Education. Districts should provide documentation on the total expenditure of resources for professional development that includes a breakdown by the categories listed. Current law (s. 1012.98 (4)(b)(2) F.S.) specifies these content areas for professional development supported by local school districts:

1. analysis of student achievement data;
2. ongoing formal and informal assessments of student achievement;
3. identification and use of enhanced and differentiated instructional strategies;
4. emphasize rigor, relevance, and reading in the content areas;
5. enhancement of subject content expertise;
6. integrated use of classroom technology that enhances teaching and learning;
7. classroom management;
8. parent involvement, and
9. school safety.

**Elaboration**

Some districts have implemented systems that document expenditures for professional development at the district level by the legislatively-mandated categories cited in this standard. Other districts do not have systems in place for tracking the funds in this manner. Some districts may maintain hand-calculated records.

<b>Documents, Questions, and Probes</b>
Check budget and expenditure reports to document expenditure of resources for professional development with breakdowns by categories.

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<b>Rating Rubric</b>	
4	The district provides convincing evidence that expenditures for professional development are documented by the categories as specified in s.1012.98 F.S..
3	The district provides evidence that some professional development expenditures are documented by category.
2	The district provides evidence that a few professional development expenditures are documented by category.
1	The district provides no method for documenting expenditures by the listed categories.

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

**Rationale**

The legislature has required that this system for evaluating professional development *“must include an annual assessment of data that indicates progress or lack of progress of all students.”* To address this component of the overall evaluation system, the Department calculates annually for all districts an index reflecting the increase in student achievement as measured by the Department's school grading system points.

**Elaboration**

This rating is calculated at the state level. For each school district, the Department calculates a 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. Reviewers may note in the Checklist any extenuating circumstances or comments related to student achievement increases noted in the district, but do not need to record a rating.

<b>Rating Rubric</b>	
4	The district level grade was “A.”
3	The district level grade was “B” or the district level grade was “C” and the total number of school grade points increased from the previous year.
2	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 <b>or</b> the district level grade was “D” and the total number of school grade points increased from the previous year.
1	The district level grade was “F” <b>or</b> the district level grade was “D” and the total number of school grade points has remained the same or decreased from the previous year.

## Logistics

### *Team Leader*

#### **Prior to the Visit**

- ◆ Select schools to be visited to include elementary, middle, and high schools in various geographic areas of the county and with a variety of school demographic and performance levels. Generate an overall schedule of dates and times for school and district reviews. [This step is usually conducted by the contractor in advance.]
- ◆ Call the district professional development director one month in advance to confirm the dates and clarify the site visit process. Obtain from the district copies of the selected schools' Master Schedules and a list of teachers by grade/subject level. Be sure to have the district identify any new teachers and avoid these teachers in selection.
- ◆ Obtain directions to the selected schools.
- ◆ Call the schools several days prior to the visit to confirm the dates, times, and logistics for the visit.
- ◆ One week prior to the visit, select 5 teachers at each school with at least one full year of teaching experience at the school for interviews. Talk with the Principal about the experience levels of the teachers or other factors that may limit the input into the review of the individual. Make sure these teachers represent different subject areas, grade levels, and experience levels. Interviewers will conduct the interviews with teachers separately.
- ◆ Clarify with the Principal the documents that should be gathered and made available to the Team. Examples are the school's plans for professional development, School Improvement Plans, IPDPs, and records of inservice training delivered in the last two years. A complete listing is provided in the "Document Reviews" section of this *Reviewer's Guide*.
- ◆ Arrange with the Principal to have a space designated for the Team to use for interviews and meeting together.
- ◆ Confirm logistics with reviewers, including hotel locations and directions to schools.
- ◆ Read, in advance, the district's Professional Development System that has been approved by the Department of Education, and the latest School Report Card for the schools.
- ◆ Read, in advance, the report on professional development from the previous district review.
- ◆ Review the Protocol standards, *Reviewers Guide*, checklists, and report formats.
- ◆ Review the procedures for using the PDS computer system.

### **During the Site Visit**

- ◆ Conduct an initial meeting with the Team and district staff to receive a district overview of the professional development system.
- ◆ Conduct an introductory meeting with the district superintendent and district staff to explain the purpose and procedures for the site visit.
- ◆ Coordinate with the reviewers in conducting site visits to schools and the district office.
- ◆ Ensure that the Protocol Team arrives on time at the schools.
- ◆ Schedule “shadow” visits as needed to confirm school activities.
- ◆ Trouble-shoot any difficulties or logistical issues.
- ◆ Serve as a reviewer as needed to complete the schedule.

### **End of Visit and Follow-up Procedures**

- ◆ Arrange for and meet with the entire Protocol Team.
- ◆ Review and summarize numerical findings.
- ◆ Generate narrative findings by level and strand.
- ◆ Send follow-up thank you letters to Principals and district director.

## ***Reviewer***

### **Prior to the Visit**

- ◆ Review information on district and schools to be visited.
- ◆ Read, in advance, the district’s Professional Development System that has been approved by the Department of Education and the latest School Report Card for the schools.
- ◆ Read, in advance, the report on professional development from the previous district review.
- ◆ Review the Protocol standards, *Reviewers Guide*, and checklists.

### **During the Site Visit**

- ◆ Arrive on time at the school.
- ◆ Meet the Principal and clarify the logistics for the day.
- ◆ Generate a schedule for the activities of the day at the school.
- ◆ Review selection of 5 teachers for interview and adjust the selection as needed to ensure teachers represent different grade levels and subject areas. Review their Individual Professional Development Plans prior to the interviews.
- ◆ Reserve time to review documents related to the standards.
- ◆ Conduct 5 individual teacher interviews and review documents. Interviews take approximately 30-45 minutes each.
- ◆ As a team, form joint judgments for the school on each standard.
- ◆ Exit the school, being sure to give your thanks to the Principal for the school’s effort.

### **End of Visit and Follow-up Procedures**

- ◆ Meet with the entire Protocol Team.
- ◆ Review and summarize findings.
- ◆ Generate draft narrative findings by level and strand.

## **Document Reviews**

Various documents are reviewed as part of the evidence base for forming judgments in the *Florida Professional Development System Evaluation Protocol*. Below is a comprehensive list of the documents. The Working Papers contain directions to reviewers 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)

## **Reporting**

Two levels of reports are generated for the *Florida Professional Development System Evaluation Protocol*:

- ◆ **Team Summary Report** – contains the working notes from the Team and a side-by-side comparison of the results by standard for each school visited.
- ◆ **District Report** – contains final summaries for each section of standards (Planning, Delivery, Follow-Up and Evaluation for Faculty, School, and District levels) and a single rating for the district on each standard.

Include information in the Team Summary Report that can be used to clarify and explain the ratings the Team has provided on each section of the standards. Using the Team Summary Report, generate a draft report for the district that documents the results of the site visit, areas of strength, and any areas in need of improvement. Numerical results are presented as a district rating for each standard at each level of the system. Generate findings for each standard.

Districts are provided an opportunity to review the report for errors in fact prior to public release. These reports are summarized across districts each year for a report to the Commissioner and Legislature documenting the quality of the professional development systems across the state.