

BROWARD COUNTY PUBLIC SCHOOLS PROFESSIONAL LEARNING SYSTEM 2016/2017



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PROFESSIONAL DEVELOPMENT STANDARDS AND SUPPORT**

TABLE OF CONTENTS

<u>EXECUTIVE SUMMARY</u>	3
<u>THE BCPS PROFESSIONAL LEARNING SYSTEM</u>	6
OVERVIEW	6
CYCLE OF CONTINUOUS IMPROVEMENT OF PROFESSIONAL LEARNING	6
I. PLANNING RULES	7
1. INDIVIDUALS	7
2. SCHOOL/DEPARTMENT.....	7
3. SCHOOL SYSTEM/PROFESSIONAL LEARNING PROVIDERS.....	7
II. LEARNING RULES	8
1. INDIVIDUAL.....	8
2. SCHOOL/DEPARTMENT	8
3. SCHOOL SYSTEM/PROFESSIONAL LEARNING PROVIDERS	8
III. EVALUATING RULES	9
1. INDIVIDUAL.....	9
2. SCHOOL/DEPARTMENT:.....	9
3. SCHOOL SYSTEM/PROFESSIONAL LEARNING PROVIDERS:	9
PERSONNEL EVALUATION SYSTEMS	10
INSTRUCTIONAL PERSONNEL EVALUATION	10
ADMINISTRATOR EVALUATION	10
DISTRICT EVALUATION	10
EVALUATION OF THE PROFESSIONAL LEARNING SYSTEM	10
MASTER INSERVICE PLAN	12
MASTER INSERVICE PLAN ACTIVITIES	13
<u>PROFESSIONAL LEARNING PROGRAMS</u>	14
MASTER PLANS AND INNOVATION CONFIGURATIONS	14
ADD-ON CERTIFICATION	15
FOR ADDITIONAL INFORMATION VIEW THE CERTIFICATION DEPARTMENT SITE AT	
HTTP://WWW.BROWARD.K12.FL.US/CERTIFICATION/ESOL.HTML	16
DISTRICT PRINCIPAL PREPARATION CERTIFICATION	16
OTHER CERTIFICATIONS	18
INDUSTRY CERTIFICATION.....	18
NON-INSTRUCTIONAL PROGRAMS, CERTIFICATIONS & QUALIFICATIONS.....	19
CREDENTIALS	19
BRIDGES OBSERVER CREDENTIAL.....	20
INSTRUCTIONAL COACH CREDENTIAL	20
ESE RENEWAL CERTIFICATION.....	22
QUALIFICATIONS	22
SMART BOND PROFESSIONAL DEVELOPMENT QUALIFICATIONS	22
MANDATED TRAINING	23
<u>COMPENSATION PROCESS</u>	23
<i>PROCESSING PAYMENTS FOR PROFESSIONAL DEVELOPMENT</i>	24

***PROFESSIONAL LEARNING ACTIVITY STIPEND IFORM* 24**

PL MANAGEMENT SYSTEM (BROWARD'S MYLEARNINGPLAN)..... 24

ROLES AND RESPONSIBILITIES..... 26

TIMELINE FOR PROFESSIONAL LEARNING..... 30

 INDIVIDUAL:30

 SCHOOL/DEPARTMENT:30

 SCHOOL SYSTEM:.....30

FOOTNOTES..... 31

APPENDICES..... 32

Executive Summary

The Broward County Public Schools (BCPS) Professional Learning System (PL System) contains the Broward County Schools' rules for professional learning (PL) for all adults choosing to participate in BCPS professional learning activities. This system also describes connections to other systems in the district that support professional learning.

Professional Learning supports an individual's commitment to improve. The School Board of Broward County supports that commitment through a research-based Professional Learning System that meets the intent of statutes, rules, regulations and research on PL. ¹

The shifts in expectations for Professional Learning are a direct result of prioritizing the need within the educational system to prepare students to be college and career ready. An effective PROFESSIONAL LEARNING System must be:

- Proactive to rising expectations for student, educator, administrator and support personnel performance;
- Focused on a model of continuous improvement through professional learning that results in actual improvements in instruction, leadership and job performance, and
- Designed to positively impact the learning environment, delivery of instruction and student learning.

Ensuring the above shifts in expectations to support college and career ready students is the primary role of this Professional Learning system. A high quality Professional Learning System supports the learning needs of adults, and also enables the workforce to see the systemic connections between their work and other factors that impact students in their journey from Pre-K to high school graduation such as:

- Standards of the state;
- Priority initiatives of the District;
- The work of other personnel;
- The expanding array of learning opportunities available, and
- The evolving global economy and economic interdependence of cultures.

This resulting Professional Learning System focuses on:

- Engaging individuals in meaningful and research-based professional learning opportunities to improve outcomes;
- Addressing identified individual professional learning needs;
- Planning and selecting effective professional learning practices;
- Adhering to adult design principles
- Implementing with fidelity all new learning, defined as "doing it the way it was intended";
- Evaluating impact on performance and initiatives at multiple levels (e.g. district, state), and
- Re-examining annually, by staff, the existing Professional Learning System through the lens of evolving expectations.

(Protocol Standards: 1.1.1, 1.2.2, 1.2.3, 1.3.1, 1.4.2, 2.2.1, 2.2.2, 2.2.3, 2.3.1, 2.4.2, 2.4.3, 3.1.1, 3.4.1, 3.4.5)

Below are several common barriers that might hinder implementation of a new system within a school district:

- Paradox of change without results: Engaging in change initiatives with a focus that is often too far removed from the core work of schools and departments, the change lacks appropriate support; the change is abandoned too soon to result in significant increases in student achievement, or the change focuses on what gets done (i.e., inputs) rather than results.
- Individual isolation: Schools and Departments are organized in ways that make it difficult for staff to interact and collaborate during the day. This organization affects beliefs and practices related to resource allocation, teaching, learning and/or work performance.
- Ineffective communication: There are few opportunities or structures in place for staff to discuss practices as grade-level or departmental teams or to provide input for decisions related to job performance. As such, expectations about staff roles and responsibilities may be inconsistent, confusing, or nonexistent.
- Lack of opportunity for collaborative goal setting: Individuals often operate independently without formal opportunities to share strategies or use data to compare the effectiveness of different strategies.
- Lack of capacity building for monitoring and evaluating: Staff is not given the time and opportunity to develop their expertise resulting in limited competence to monitor implementation, coach or evaluate effectiveness of professional learning.
- Private practice: Individuals might believe the workplace is their own domain and therefore make decisions independent of what others are doing.
- Messaging failures: A few staff members participate in significant learning experiences with the expectation that they will share new learning with others. However, time and opportunity to do so are limited, resulting in new expectations for all but adequate preparation for a few.

With the common barriers in mind, redeveloping current policies and practices requires examination of the system in place. This examination began during the 2012-2013 school year by a Professional Development Redesign Committee composed of representatives from many stakeholder groups involved with professional learning. Re-examining the purpose of our PROFESSIONAL LEARNING System and why we are changing from district-determined professional learning to school/department/individual needs-based determination for PROFESSIONAL LEARNING provides clarity and focus to all who are responsible for implementation of the system. The PD Redesign Committee continued in the 2014-2015 school year to examine the system and to make necessary adjustments or modifications to version 2 as it was implemented.

The BCPS PROFESSIONAL LEARNING System supports professional learning, not training, throughout the District. Professional learning is the acquisition of any knowledge, skills and behaviors needed to apply and integrate a strategy or product into one's job or position to advance desired outcomes. BCPS has established criteria and qualifiers for individuals or Instructors, who exhibit or have experience with the performance indicators of targeted desired outcomes, and facilitate face to face and online professional learning with participants. Professional Learning is a relatively permanent change of knowledge, skills and/or behaviors and long term in nature. Professional learning builds the capacity to achieve and sustain a new desired state that benefits the organization. BCPS is in the process of developing a Qualification Program for professional learning facilitators to build, support and sustain results-oriented programs that increase the effectiveness of teachers and school leaders.

Training, on the other hand, focuses solely on the features and functionality of a strategy or product delivered by an individual. There is no connection between this strategy or product to specific outcomes. Training teaches a specific skill. Participants learn new information, re-learn or reinforce

existing skills in an effort to help them improve their performance at their work site. Trainings convey relevant and useful information that inform participants and develop skills that may be transferred back to the workplace. Trainings address gaps in knowledge and skills, but do not monitor if fidelity of implementation and impact on practice. *Trainings may award participation hours, but these hours cannot be used for renewal of a teaching certificate.* The District and various departments will continue to provide targeted training as needed.

The Broward County Public Schools Professional Learning System is aligned to the Standards established by Learning Forward, the national professional learning organization and the Third Cycle-Florida Professional Development System Evaluation Protocol (<http://www.teachinflorida.com/LinkClick.aspx?fileticket=wGPIOTcdi28%3D&tabid=66>) from the Florida Department of Education. The Third Cycle of the Protocol is currently under revision and any changes will be reflected in future versions of this PROFESSIONAL LEARNING System.

The BCPS PROFESSIONAL LEARNING System also aligns to Florida Statutes and State Board of Education Rules (APPENDIX A). The details and instructions to implement any processes or procedures required for the implementation of these rules are described in the Annual Notices section of the Professional Development Standards and Support website (<http://www.broward.k12.fl.us/talentdevelopment/html/notices.html>).

The implementation of the BCPS PROFESSIONAL LEARNING System is the responsibility of the Professional Development Standards and Support Department (PDSS). The collective vision of all the departments is to **“Develop employees to improve performance”** and our mission is to **“Provide professional learning structures that develop the workforce”**.

The BCPS PROFESSIONAL LEARNING System

Overview

The Broward County Public Schools Professional Learning System delineates the rules for professional learning for all stakeholders, along with rules for the Master Inservice Plan (APPENDIX B). The rules are divided into three sections: Planning, Learning and Evaluating. Each section contains specific rules and when all rules come together, the result is quality professional learning for all participants.

The implementation of the System is monitored using the Broward County Public Schools Professional Learning System Innovation Configuration (APPENDIX C). Full implementation of the system will occur over three years (2016-2019) using a process of continuous improvement and data-driven decisions.

CYCLE OF CONTINUOUS IMPROVEMENT OF PROFESSIONAL LEARNING

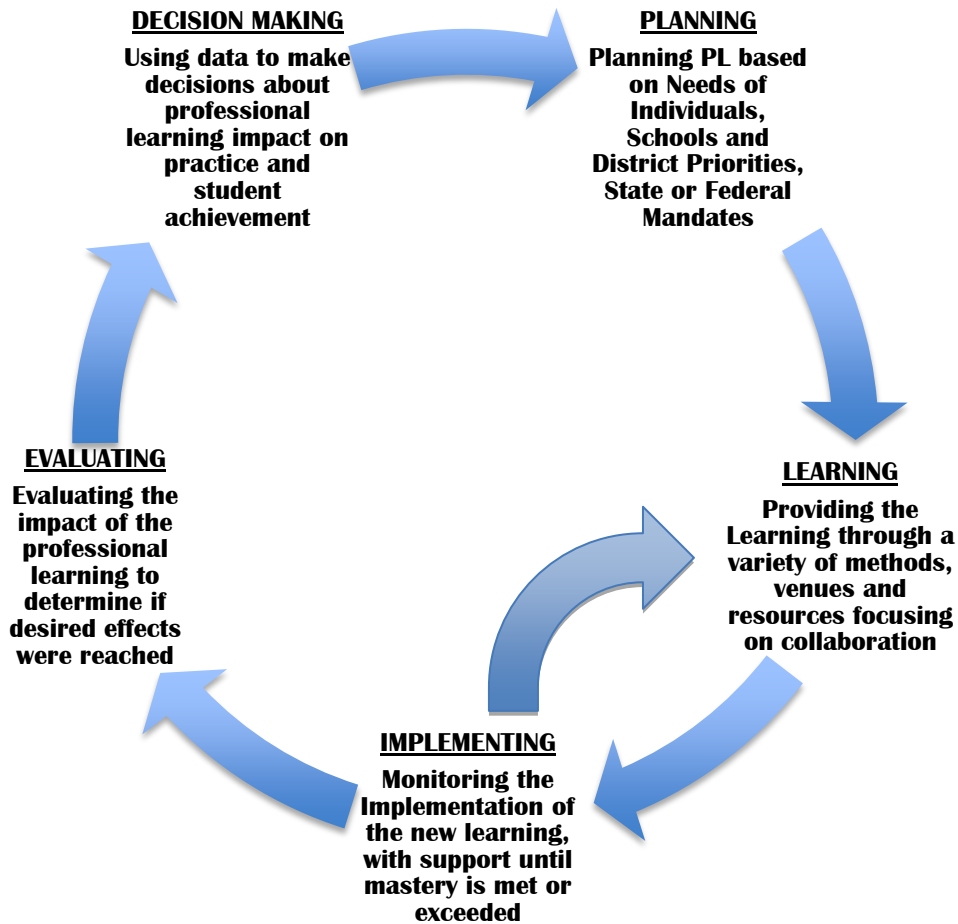


Figure 1

I. Planning Rules

The guiding question for these rules is:

What needs assessments must occur to identify and plan for the professional learning for individuals?

The overarching purpose of planning is to identify the performance gaps between student achievement or job performance and desired outcomes or expectations. Through planning, we are able to maximize the investment of PROFESSIONAL LEARNING resources (time, materials, equipment, human talent, and technology) to reach those intended outcomes. Planning rules help to identify and determine professional learning decisions that need to be made. A major component of the planning process is the dialog between individual and administrator about planned learning goals. Individual plans are used to formulate a plan for the entire school or department, aligned to the School Improvement Plan or Department Goals. Based on the identified professional needs, district strategic plan, and other identified needs, the district generates a district-wide Professional Learning System and Master Inservice Plan aligned to the Florida Protocol Standards. Specifics on how the following rules will be executed are found in the Annual Notices section of the Professional Development Standards and Support website.

1. INDIVIDUALS

Rule 1.1.1: Individual Professional Learning Plans for instructional personnel are created and called Deliberate Practice (DP) Growth Plans and guide the professional learning for the individual for the year.

Rule 1.1.2: Individual Leadership Development Plans for school-based administrators are created and called Deliberate Practice (DP) and guide the professional learning for the individual for the year.

Rule 1.1.3: Professional Learning Plans for other employees are strongly recommended for anyone not addressed in Rules 1.1.1 and 1.1.2 and shall follow a planning process resulting in a plan that guides their learning for the year.

2. SCHOOL/DEPARTMENT

Rule 2.1.1: All Schools and Departments establish a Professional Learning Team (PROFESSIONAL LEARNING Team) to develop, monitor and evaluate the professional learning plan for staff in the school/department.

3. SCHOOL SYSTEM/PROFESSIONAL LEARNING PROVIDERS

Rule 3.1.1: PROFESSIONAL LEARNING Providers plan professional learning to meet the needs of individuals, schools and departments, as identified in the various levels of learning plans.

**Rule 3.1.2: Professional Development Standards and Support oversees the planning of all professional learning of the school system.
(Protocol Standards Planning: 1.1.1, 1.1.2, 1.1.3, 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, and 3.1.8)**

II. Learning Rules

The guiding question for this strand is:

What is the quality of the professional learning in which individuals participate and to what extent do individuals apply the skills and knowledge gained through the professional learning?

Professional learning by participants is applied in the context of professional practice and is participatory and collaborative in nature. Broward County strongly supports the Professional Learning Community as the primary method for providing professional learning to staff. Learning is content focused, inclusive of a variety of learning strategies, sustained over time and incorporates the appropriate use of technology to support the learning. Implementation is the transfer of the learning from the professional learning to the work setting. This occurs over time, and requires support for implementation to embed the new learning into practice. The District has a redesigned Coaching Credential initiative whereby school and district-based individuals are prepared to be and are deployed as skillful coaches and mentors that provide support and assistance to staff with implementation of new learning. The following rules address both delivery of learning and implementation of that learning. Specifics on how the following rules will be executed are found in our Business Practice documents.

1. INDIVIDUAL

Rule 1.2.1: The Individual is responsible for seeking his/her own learning and subsequent implementation of the learning, as outlined in his/her professional learning plan.

2. SCHOOL/DEPARTMENT

Rule 2.2.1: A school or department's PROFESSIONAL LEARNING Team is responsible for ensuring delivery of the learning as planned, to monitor the implementation of the learning and seek assistance or support for learners as needed.

3. SCHOOL SYSTEM/PROFESSIONAL LEARNING PROVIDERS

Rule 3.2.1: The school system shall put into practice supports and structures that encourage learning in collaborative teams (PLCs) at schools and departments.

Rule 3.2.2: The PROFESSIONAL LEARNING Providers shall take advantage of the professional learning structures in place (PLCs) for the delivery and monitoring of implementation of learning.

(Protocol Standards Learning & Implementing: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.6, 1.2.7, 1.3.1, 1.3.2, 1.3.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7, 2.3.1, 2.3.2, 2.3.3, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.8, 3.2.9, 3.3.1, 3.3.2, and 3.3.3)

III. Evaluating Rules

The guiding question for this strand is:

How can we document the connection between professional learning, when applied as intended, to improvements in student learning or job performance?

Evaluation of professional learning requires gathering formative and summative data on the fidelity of implementation and eventual impact on participants' performance. A variety of evaluation measures are used to measure impact. Individuals are tasked with evaluating their individual learning plans and to discover the degree of fidelity of implementation of the plan, the changes in practice as a result of the learning and the impact on students or job performance. All professional learning programs are aligned to a Master Plan or Innovation Configuration and these plans/configurations are monitored for degree of implementation, at least annually. Without knowledge of the degree to which learning is implemented, the contribution to any impact on students or job performance cannot be verified. Evaluation results are used to guide decisions about organizational changes that are needed to support instruction and leadership and any messages to convey to parents, the community, and other districts about the successes and challenges of the PROFESSIONAL LEARNING System. Specifics on how the following rules will be executed are found in our Business Practice documents.

1. INDIVIDUAL

Rule 1.3.1: The Individual reviews his/her Deliberate Practice Growth Plan/Learning Plan to reflect upon the degree to which he/she has implemented the professional learning on the job and to evaluate the degree to which the professional learning he/she received has impacted his/her practice.

2. SCHOOL/DEPARTMENT:

Rule 2.3.1: A School or Department's PL Team evaluates the degree to which the professional learning was implemented and the degree to which it impacted the practice of its members and student achievement/job performance.

Rule 2.3.2: A School or Department's PROFESSIONAL LEARNING Team evaluates the PROFESSIONAL LEARNING Plan to determine successes and challenges that will be addressed in the plan for the upcoming year.

3. SCHOOL SYSTEM/PROFESSIONAL LEARNING PROVIDERS:

Rule 3.3.1: The PROFESSIONAL LEARNING Provider evaluates each professional learning activity he/she provided to determine the degree to which the learning was implemented and if the intended outcomes were reached.

Rule 3.3.2: The School System evaluates each Innovation Configuration (IC) or Master Plan (MP) to determine whether it moved targeted participants along the identified continuum towards intended outcomes.

(Protocol Standards Evaluating: 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, and 3.4.7)

Personnel Evaluation Systems

Professional learning systems require support from personnel evaluation systems for both the planning and evaluation of professional learning (Protocol Standard 2.1.3). Pursuant to Section 1012.34, Florida Statutes, the purpose of a district evaluation system is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools. The quality of services is improved through two primary functions embedded in evaluation systems:

- Measurement – functions that support understanding the current reality of practices and the impact of those practices
- Development – functions that support continuous improvement

Evaluation systems support accountability expectations by providing evidence of actual performance results (measurement) and evidence of growth in proficiency in job responsibilities (development). The evidence is then used to address any gaps through professional learning and to connect professional learning to growth in proficiency.

INSTRUCTIONAL PERSONNEL EVALUATION

Relationship to the FEAPs: The Florida Educator Accomplished Practices (FEAPs) are set forth in State Board of Education rule 6A-5.065 as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

Classroom Teacher Evaluation: Evaluation processes, indicators, and rubrics appropriate to the responsibilities of classroom teachers.

Non-Classroom Teacher Evaluation: Evaluation processes, indicators, and rubrics appropriate to the responsibilities of instructional personnel who are not classroom teachers.

ADMINISTRATOR EVALUATION

Relationship to the FPLS: The Florida Principal Leadership Standards (FPLS) are set forth in State Board of Education rule 6A-5.080 as Florida’s core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional learning systems, school leadership preparation programs, and educator certification requirements.

DISTRICT EVALUATION

Pursuant to Section 1012.34, Florida Statute, the purpose of district evaluation systems is to increase student learning growth by improving the quality of instructional, administrative, and supervisory services in the public schools of the state. The District evaluation system is based upon sound educational principles and contemporary research and effective educational practices that support the continuous improvement of effective instruction and student learning growth.

Evaluation of the PROFESSIONAL LEARNING System

In addition to the evaluation of specific professional learning activities aligned to ICs or MPs, evaluation of the PROFESSIONAL LEARNING System as a whole must be addressed. This evaluation involves processes for using results to reflect on continuous improvement options and take actions to

improve outcomes for the workforce throughout the year. Evaluation results are used to guide decisions about organizational changes that are needed to support learning for teachers, leaders or any personnel in the organization and the messages to convey to parents, the community, and other districts about the successes and challenges of the system. The fidelity of implementation and impact of the overall system on the organization is documented in this annual evaluation.

(Protocol Standards Evaluating: 3.4.1, 3.4.5, and 3.4.6)

Professional Development Standards and Support coordinates the BCPS PROFESSIONAL LEARNING System and its evaluation:

- Monitors the implementation of the system;
- Provides coaching and support for all stakeholders,
- Provides support to owners of Master Plans, Innovation Configurations, Credential, Qualifications and Certification Programs, and
- Brings the system and Master Inservice Plan to the School Board for approval by September 1st of each school year.
- Monitors adherence to Adult Learning Principals, State Statutes, Rules, DOE Guidelines and District Master Inservice Plan.

Implementation of the PROFESSIONAL LEARNING System is monitored through a series of surveys.

1. Individuals will complete a survey based on the desired outcomes of the PROFESSIONAL LEARNING System Innovation Configuration to determine the level of implementation. (APPENDIX C)
2. PROFESSIONAL LEARNING Teams will complete a survey based on the desired outcomes of the PROFESSIONAL LEARNING System Innovation Configuration to determine the level of implementation. (APPENDIX C)
3. PROFESSIONAL LEARNING Providers will complete a survey based on the desired outcomes of the PROFESSIONAL LEARNING System Innovation Configuration to determine the level of implementation. (APPENDIX C)
4. Quantitative and qualitative data from all surveys are analyzed to make adjustments to the PROFESSIONAL LEARNING System.

Analysis of the evaluation results of the PROFESSIONAL LEARNING system also involves the recurring review of:

- The district's purposes for PROFESSIONAL LEARNING. *Are purposes appropriate and consistent with district and state goals?*
- The capacities (human, fiscal, time, resources) that support PROFESSIONAL LEARNING. *Are capacities sufficient for sustaining the PROFESSIONAL LEARNING system?*
- The deliverables' focus on the products of collegial learning processes and professional learning activities. *Are deliverables focused on purposes, making effective use of capacities, and are they being implemented with fidelity?*
- The results of the PROFESSIONAL LEARNING system and the PROFESSIONAL LEARNING deliverables. *Are the impacts of professional learning resulting in changes in individuals' and school leaders' performance, student growth or job performance?*

The PD design Committee meets, at least annually, to determine what changes, if any need to be made to the PROFESSIONAL LEARNING system.

This committee:

- Represents a cross-section of stakeholders;
- Participates in the technical assistance from Florida Department of Education, and
- Collaborates to apply the recommendations to the system.

The **Professional Learning Coordinating Council** (PLCC) composed of all PROFESSIONAL LEARNING Providers, monitors the implementation of the PROFESSIONAL LEARNING System and all professional learning that is part of the system. These meetings are mandatory for PROFESSIONAL LEARNING Providers to ensure that all professional learning is monitored for impact.

Master Inservice Plan

Embedded in each local educational agency's professional learning system is a Master Inservice Plan (MIP) that identifies the components of professional learning that may generate Master Inservice Plan points (inservice credit) toward recertification or add-on certification (APPENDIX B). The components in the MIP are deliverables of the professional learning system and support the purposes of district PROFESSIONAL LEARNING systems and individual deliberate practice.

It is the policy of this district to develop and maintain a Master Inservice Plan for all instructional employees based on state adopted standards for high quality professional development as required under Section 1012.98, F.S. and SBE Rule 6A-5.071. The Master Inservice Plan, a major element in the district's professional learning system, provides guidelines for instructional personnel to use completion of professional learning aligned to district and school instructional improvement initiatives for certification purposes consistent with state statutes and State Board of Education rules.

According to Rule 6A-5.071, inservice points awarded for successful completion of a component shall be assigned as follows:

- One Inservice point shall be equivalent to one clock hour of participation, or as specified by the master inservice plan based on competency or competencies demonstrated,
- Points awarded for completion of college credit, processed through the Certification Department with an official transcript, shall equate to inservice participation as follows:
 1. One semester hour shall equal twenty inservice points.
 2. One-quarter hour shall equal thirteen and one-third inservice points.
- Successful completion of all course requirements, including an evaluation.

In Broward County Schools, total inservice credit for an activity is calculated by adding hours in session (onsite or online) plus one quarter of the total for time to implement and measure outcomes of the learning.

- 3 hours in session + 1 hour implementation = 4 hours inservice credit

As set forth in this statute, the master plan shall be updated and approved by local boards on an annual basis with written verification submitted annually to the Commissioner of Education by October 1 of the current year³.

Resource allocations for MIP components shall give priority to those aligned to state and district initiatives related to student achievement and high-effect size practices included in evaluation systems. All MIP components include data on participant implementation of the targeted learning. A maximum of 120 inservice points may be earned for any one Component. There should be a maximum of 6 hours in learning + 2 hours implementation for each day of learning.

Eligibility for inservice points is based upon participant:

- Attendance at all scheduled learning hours
- Mastery of at least 80% of specific objectives as listed in the activity
- Completion of implementation activity or competency demonstration
- Completion of a course evaluation prior to the close of the course

Master Inservice Plan Activities

Eligible for Inservice Credit

The following professional learning activities are eligible for Inservice / Professional Learning Credit when completed according to Business Practice documents:

1. Professional Learning Communities: a comprehensive, sustained and intensive approach to improving teachers' effectiveness in raising student achievement. BCPS identifies PLCs as BEST Practice #1. PLCs are a collaborative team of staff who meet on a regular basis (during designated collaborative time) for the entire year to purposefully study effective practices aligned with district /school/department goals. It is recommended that learners participate in a minimum of one (1) and a maximum of two (2) PLCs per year. A maximum of 60 inservice points will be awarded for PLC participation per PLC/per year. Authentic BCPS PLCs:
 - a. define a clear set of educator and team learning goals based on the rigorous analysis of data.
 - b. regularly assess the effectiveness of professional development in achieving identified learning goals, improving teaching and assisting all students in meeting challenging state academic achievement standards.
 - c. foster collective responsibility for improved teaching and student performance.
2. Activities designed to *prepare* the individual to engage in such activities as:
 - a. Writing curriculum guides
 - b. Writing test items
 - c. Creating units of study and lesson plans
 - d. Scoring district, state or national exams
3. Workshops: face-to-face delivery method with an instructor or facilitator
4. Electronic, Interactive: instructor or facilitator guides the learning; delivery of learning via technology or partial delivery of learning via technology (Blended); implementation may be face-to-face or computer-based with interactive elements embedded.
5. Electronic, Non-Interactive: Learning components are provided asynchronously and evidence of implementation and impact are submitted to a facilitator for confirmation of learning.
6. Expanding Leaders: Inservice credit to *renew* Educational Leadership certification, participation in sustained programs from an Institution of Higher Education (non-credit), sustained initiatives lead by Consultants hired by the District or Department of Education sponsored institutes or academies may generate inservice credit. The outcomes of such activities should focus on change in District policy or process lead by the participating individual(s). An application process is required.

7. Targeted Investigations: Individuals design their own unique professional learning opportunity, aligned to their **TWO Deliberate Practice** target elements. *Prior to* beginning the study, a plan for this investigation is submitted for approval by the individual's administrator and Professional Development Standards and Support Department. A maximum of 30 inservice points may be earned for this study and this option may be used only once during a renewal period (5 years). An application process is required.
8. External Activities: CEU's (Continuing Education Units) or quantified time of an individual's educational accomplishments documented on a certificate after he/she has completed a significant non-credit educational and/or career enhancement experience. External Activities are professional learning activities designed and/or delivered by outside agencies when the District **does not have** the content expertise or capacity to provide the same Professional Learning. Evidence of implementation and impact must be submitted via an External Course Form and must be approved by the individual's Supervisor and Professional Development Standards and Support.
9. Professional Learning through seminars or institutes specifically designed to improve or maintain job performance requirements targeting specific groups of individual educators where the learning is not offered by BCPS. Evidence of Implementation and Impact must be submitted via an External Course Form and reviewed and approved by a committee of teachers, administrators and district staff who will be charged with reviewing all submissions for inservice hours for seminars or institutes.

Not Eligible for Inservice Credit

The following activities are Not Eligible for Inservice/Professional Learning Credit:

1. Activities considered personal improvement rather than professional growth related to job responsibilities
2. Attendance at meetings
3. Processing registration/record-keeping for professional learning
4. Administering/scoring/screening tests for students or other teachers
5. Chaperoning activities involving students
6. Completing grants/Requests for Proposals (RFP's)/Accreditation Reports
7. Evaluating textbooks
8. Serving on/attending bargaining agency meetings, district councils, committees, or advisory boards (Ex. SACS, RTTT)
9. Travel time
10. On-line learning that excludes facilitation/instructor and/or evidence of implementation and impact directly linked to an individual's responsibilities
11. Partial or incomplete participation (including the completion of an evaluation and or follow-up) in professional learning or courses that are offered in our system

Professional Learning Programs

Master Plans and Innovation Configurations

All professional learning is linked to an Innovation Configuration (IC) or Master Plan (MP) that defines the behaviors and expectations of a program over a continuum to reach the final outcome or goal. The Innovation Configuration shall be used to monitor the implementation of an initiative with a specific start and end date. An IC will document attainment of desired outcomes and be used to monitor

fidelity of implementation towards such outcomes. Supervisors are responsible for supporting participants targeted in the IC as a standard for monitoring fidelity of implementation. At the end of the IC period, decisions as to whether the innovation was successful are made. Without monitoring of the implementation, results cannot be linked to the innovation.

In many cases, desired outcomes for approved initiatives are ongoing, without a designated end date. However, these initiatives must be continuously monitored for fidelity of implementation and effectiveness as long as they are in practice. For these instances, a Master Plan is developed to guide the monitoring process.

Any professional learning activities or cluster of activities associated with an Innovation Configuration or Master Plan will be designed to include the Framework for Adjusting Professional Learning to monitor both the implementation of the new knowledge by participants and the resulting impact of the new knowledge on both the individual’s instructional practice and student achievement or job performance and school or department goals.

Both Innovation Configurations and Master Plans are data-driven tools at the foundation of professional learning and the department initiating them is accountable for them and Professional Development Standards and Support oversees all master plans and innovation configurations for professional learning in the District.

Add-on Certification

Qualifications or Certifications are defined by the district or state, have a specific target audience and may have an expiration date. Endorsements to certificates such as Reading Endorsement, ESOL Endorsement, Industry Certification, etc. fall under this category.

The following are approved add-on certification programs. Each program is created by, and specific information is available from the responsible department in collaboration with Professional Development Standards and Support.

Approved by the Florida Department of Education

Code	Program/Department	Initial	Latest	Expires
338	ESOL Multicultural & ESOL Program Service Education	1994	2012	2017
339	Gifted Exceptional Student Education	1984	2012	2017
488	Reading Reading, Core Curriculum	2004	2014	2019
336	Physical Education Athletic Coaching	2010	2015	2020

ESOL Training Requirements

The Consent Decree (also known as the META or ESOL Consent Decree) of 1990 is the State of Florida’s framework for compliance with federal and state laws and jurisprudence regarding the education of English Language Learners (ELLs). It addresses the civil rights of these students, with the primary right being that of equal access to comprehensible instruction. The Consent Decree is the result of a class action complaint filed by Multicultural Education, Training, and Advocacy, Inc. (META)

on behalf of a coalition of eight minority rights advocacy groups in Florida (including the League of United Latin American Citizens –LULAC) and a number of individual students. Section IV of the Consent Decree specifically addresses the requirements of personnel who interact with ELLs in an educational environment. The requirements vary and are outlined in the Consent Decree and State Rule 6A-6.0907. Category I teachers are placed out-of-field in ESOL until they have completed their ESOL training requirements and have added the area to their certificate.

Category I	Elementary and Secondary Language Arts/English, Developmental Language Arts, Intensive Reading, and Reading Teachers (includes ESE teachers)
Category II	Teachers of Basic Subjects Taught in English to ELLs Using ESOL Strategies (Mathematics, Science, Social Studies, and Computer Literacy)
Category III	Teachers of Other Subjects/Areas Not Included in Categories I and II
Category IV	Guidance Counselors and School-based Administrators

Option 1	University Courses 15 semester hours college credit. These may be combined with the specific District ESOL inservice courses or Beacon Educator (Option 2 & 3).
Option 2 Broward Virtual University	300 inservice points through the five specific District ESOL inservice courses. These may be combined with University courses or Beacon Educator (Option 1 & 3).
Option 3 Beacon Educator	300 inservice points through the five specific ESOL inservice courses. These may be combined with University courses or BVU (Option 1 & 2).
Option 4 ESOL Subject Area Coverage K-12	Bachelor’s or Master’s Degree in TESOL Passing score on the ESOL Subject Area Exam
Option 5 Passing score on the ESOL Subject Area Exam	Must obtain 120 inservice points or 6 semester hours of equivalent courses within three (3) years from the date of receipt of the ESOL certificate.

For additional information view the Certification department site at <http://www.broward.k12.fl.us/certification/Esol.html>

District Principal Preparation Certification

	District Program Status	Expires
District 06	Principal Preparation Program, formally known as the Intern Principal Program (SBBC 4002.14). Upon completion of the program participants are eligible to receive Level 2 School Principal Certification.	July 12, 2015 <i>Extended through June 30, 2017, as per memo from Commissioner of Education dated March 20, 2015.</i>

Leadership Pipeline Continuum

The Broward County Public Schools Leadership Pipeline Continuum is designed to provide aspiring leaders and seated administrators with the support and learning needed to enhance their leadership skills and practices. Program redesign efforts were implemented in 2012 based on work completed by a Race to The Top Committee. The committee consisted of Principals, District Personnel, College Professors, Directors, and Assistant Principals. Research from Reeves Dimensions of Leadership, the Florida School Leaders Assessment, and the Wallace Foundation were utilized to redesign the Pipeline

criteria, application processes, and program components to best reflect contemporary research and trends in the leadership arena.

The goals of the leadership programs are to identify and strengthen leadership talent in current positions, assist in building capacity for the participants' professional growth and prepare candidates for District succession planning. The pipeline model ranges from development to induction depending on the need of the cohort. Components of each program are rigorous and aligned with Florida Principal Leadership Standards and contemporary research on effective school leadership qualities. All programs contain job-embedded work, professional learning team sessions, research-based professional development and the sharing of effective practices from successful principals. A seated administrator appropriate to their program mentors program participants. A brief summary of each program is below.

Leadership Experiences and Administrative Development (LEAD)

The pipeline continuum begins with teacher leaders who have achieved their Florida Department of Education Level 1 certification. Eligible teacher leaders apply through a multiple phase process including a resume, interviews, presentations, and on-demand wiring scenarios. This developmental program prepares the aspiring administrators for the requirements of becoming an effective Assistant Principal in Broward County. The professional learning is centered on identification of personal strengths and growth within the scope of the Florida Principal Leadership Standards. Participants complete reflective job-embedded tasks at their work sites and are mentored by an effective Assistant Principal through level-specific professional learning communities.

Representatives of the Department of Leadership Development along with the participants' principal monitor progress and provide guidance and support throughout the program.

First Year Assistant Principal (FYAP) – Formerly Interim Assistant Principal (IAP)

During the first year as an Assistant Principal in Broward County, participants are supported through an induction program known as FYAP. The FYAP program provides individual mentorship by experienced Assistant Principals and bi-monthly seminars focusing on the four domains of the Principal leadership standards. Support visits and Professional Learning Team meetings help to personalize the learning for participants. Specific focus is on the Broward Assessment for School Administrators. Supportive areas of learning include but are not limited to effective communication skills, teacher feedback and school culture using data to inform instruction and interaction management.

Principal Preparation Program (PPP) – Formerly Intern Principal Program (IP)

Upon eligibility as per SBBC policy, Assistant Principals who have successfully completed three years in the position are eligible to apply for the Principal Preparation Program. This program develops the skills and competencies of current Assistant Principals to the level of readiness for the principal-ship. Through professional assessments, action research projects and increased level of involvement in District initiatives, participants move outside the world of an Assistant Principal to develop and demonstrate their talents and strengths as a school leader. Their Professional Learning Teams (PLT) are comprised of the participant's site principal, a representative of Leadership Development, their District Cadre Director, and an assigned principal mentor. In addition to being a mentee, Principal Preparation Program participants are given an opportunity to demonstrate their ability to build capacity by mentoring a First Year Assistant Principal.

First Year Principal Program (FYP) – Formerly Interim Principal Program (IP)

As a newly appointed principal, the First Year Principal Program supports participants through an induction model. The monthly cohort sessions provide the forum for participants to identify and share new challenges, resources, skills and experiences in a safe and supportive environment. Professional learning on instructional leadership continues as participants deepen their study of the Marzano framework to hone their skills as highly effective observers who can increase teaching capacity at their sites. The collaboration with practicing principals and the Office of School Performance and Accountability provides the strong structure needed to ensure success as a principal leader. Seated principals provide mentoring for the First Year Principals.

University Partnerships

An important component of the pipeline is the partnership between the SBBC Department of Leadership Development and higher education partners. Partnerships with Florida Atlantic University (FAU) and Nova Southeastern University (NSU) have enhanced the continuum through collaboration of efforts. Higher education partnerships have strengthened the rigor of pipeline entry process and demonstration of mastery for exit from programs by including SBBC leaders and Higher Education leaders on interview selection panels and review teams.

Current and aspiring leaders benefit from the collaboration of SBBC and Higher Education representatives' knowledge, experience and perspective.

PROPEL

A Race to the Top (RTTT) Grant funded partnership with Florida Atlantic University titled Principal Rapid Orientation and Preparation in Educational Leadership (PROPEL) has added a new dimension to the partnership between FAU and SBBC. Supported by the RTTT grant, PROPEL workgroups consisting of SBBC administrators and FAU professors have revised course curriculum for the Master's Degree leading to Level 1 certification.

Current SBBC principals and District administrators become the instructors for the graduate courses and blend authentic work efforts with research and effective practices for a high level job embedded experience for participants. All courses are in alignment with the Florida Principal Leadership Standards the new Florida Educational Leadership Exam, and the SBBC LEAD Program.

The Leadership Pipeline is intended to prepare SBBC talent to continue on the path of high quality teaching and learning. Through our partnerships with higher education and strong foundations of continuous improvement, the pipeline programs are continuously updated to reflect issues of need, current trends and contemporary research.

Other Certifications

Industry Certification

Within each Industry Certification, there are differences in the frequency with which teachers will need to recertify, based on program updates and Department of Education (DOE) mandates. There are approximately 500 teachers at the middle and high school level that need to maintain Industry

Certification. Every teacher within designated programs must obtain certification in the program area(s) they teach. Any courses involved in Industry Certification must meet all the requirements of the BCPS PL System for quality professional learning. The teachers complete the professional learning in their specific area(s) and take an end of course Industry Certification exam. Once certified they are confirmed to teach students who are eligible to take the Industry Certification exam. Completion records are maintained for five years in Broward's MyLearningPlan management system. A list of such Industry Certifications can be found at http://www.fldoe.org/core/fileparse.php/8904/urlt/1516icfl_detailed.pdf.

Non-instructional Programs, Certifications & Qualifications

Professional Learning Programs, Certifications & Qualifications for Non-Instructional personnel are designed to provide district and school based personnel with the support and services to enhance on the job skills and competencies. The goals of non-instructional programs are to develop and strengthen talent in current positions, assist in building capacity for the participants' personal professional growth and prepare candidates for future career advancement. Programs, credentialing, qualifications or trainings are linked to a Master Plan and aligned to District Priorities and the Strategic Plan. Each Master Plan mandates the purpose of professional learning as *"increasing educator/employee effectiveness and results for students and/or job performance"* as it relates to the design of the plan. Professional learning is focused on district priorities, strengthens individual performance, individual and department goals and the organization as a whole.

Technical qualifications are specific learned abilities, such as knowledge of software, processes, safety, and other work knowledge that applies to specific tasks associated with supporting the District systems implemented at specific sites or throughout the District. Technical or job-specific skills are sometimes called core competencies and should be in accordance with job descriptions or assigned roles.

The site Principal/Director designates in the HR Management System (SAP) those individuals in site-based technology roles. Based on those designations and security guidelines, participants are encouraged to attend corresponding activities in order to fulfill their roles according to established District Standards.

Professional Development Standards and Support coordinates and supports the development of Master Plans, Programs, Certifications & Qualifications provided by the Program Managers from the various departments of the District. Our focus is to provide quality professional learning services and opportunities to non-instructional personnel that address the knowledge, aspiration, skills, attitudes and behaviors necessary to effectively perform in their current position and/or to qualify for promotional advancement.

Non-instructional program descriptions and services can be accessed by visiting: http://www.broward.k12.fl.us/talentdevelopment/HTML/non_instructional.html. A complete listing of approved Master Plans can be accessed by visiting: http://www.broward.k12.fl.us/talentdevelopment/HTML/ic_masterplan.html

Credentials

The District or Licensing Agency may institute a program resulting in credentials for those who complete all requirements. These programs require a specific learning plan, with appropriate formative and summative assessments prior to the credential being awarded. Credentials may or may not have an expiration date. Examples are BrIDGES Observer Credential and Coaching Credential, etc.

BrIDGES Observer Credential

In order to conduct observations that will count towards final evaluations in the Broward Instructional Growth and Evaluation System (BrIDGES), following the Marzano Teaching Framework, the observer must complete the following:

1. Domain 1-Framework
2. Inter-Rater Reliability Within Elements and Domain 2
3. Inter-Rater Reliability Within Scoring and Domain 3
4. Applying BrIDGES and Domain 4
5. Inter-Rater Reliability and the iObservation Tool
6. Content and Scoring Assessments

TOTAL 5.0 DAYS in session plus passing score of 80% or greater on both content and scoring assessments

Once the requirements have been met, the “BrIDGES Observer” Credential will be connected to the individual via the Professional Learning Transcript in the Broward MyLearningPlan for a period to be determined.

Refresher courses may be required to maintain the credential and continue to enhance observation skills.

1. Side-by Side Coaching (Instructional Rounds)
2. Supporting IRR

Any potential observer who does not meet the qualifications will be afforded the opportunity for further Professional Learning until they do so.

A BrIDGES Observer Cadre (TOPS-Transforming Observational Practices) was established to provide the capacity within the district to offer professional learning to new administrators as well as on-going learning for veteran administrators to maintain the BrIDGES credential. Credentialed BrIDGES Observers applied to join TOPS and commit to extensive professional learning resulting in expertise on the Marzano Teaching Framework. TOPS also committed to serve as instructors for activities as well as Side-by-Side Coaching sessions.

Instructional Coach Credential

Through a thoughtful, research-based system of support and accountability, the SBBC Instructional Coach Development and Credentialing Initiative will foster a vibrant coaching community of practice based upon a common set of coaching standards and practices that extends across content disciplines. Upon completion of this program, participating Instructional Coaches will receive “Coach Credentialing”. SBBC School-based Instructional Coaches (reading, literacy, mathematics, science, etc.) are school-based non-classroom teachers who support peers as their primary responsibility through instructional mentoring and coaching. District-based Instructional Coaches are district-based coaches in a variety of roles (Induction Coaches, Peer Reviewers, Instructional Facilitators, Instructional Support Specialists and Staff Assistants).

The SBBC Instructional Coach Development and Credentialing Initiative is grounded in the New Teacher Center’s (NTC) Formative Assessment System. NTC is a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. Through shared learning and application of the Formative Assessment System, Instructional Coaches have the

opportunity to increase their impact on the teaching and learning at their sites and contribute to the learning and growth of other coaches within a dynamic district-based network dedicated to improving teaching and learning.

The cornerstone of this initiative is professional learning. Participating Instructional Coaches will attend six days of professional learning throughout the school year and partake in a monthly coaching community of practice (Coaching Forums). Instructional Coaches and District-based Coaches will engage in an inquiry into their own coaching practice by engaging in a professional goal setting process that is grounded in national mentor standards. To apply and deepen skills instructional coaching skills, coaches will provide formative supports for three case study teachers. Through regular coaching visits, and guided by set of coaching protocols and tools for analyzing teachers practice, coaches will gain insights into their own coaching that can be applied to their broader practice.

Coaches will reflect on a variety of coaching practice data (e.g. student data, formative data on teacher practice, infield coaching observation data, data from coaching logs, and perception data) to deepen their insights into teachers' and students' needs and the coaching strategies and skills that could move individual teachers' practices forward. Infield coaching is another key component of the credentialing initiative, in which Instructional Coaches will also receive through a structured, focused set of protocols around infield coaching and feedback.

The ultimate goal of the Instructional Coaches Initiative is to maximize the effectiveness of all teachers by providing differentiated, collegial coaching. Positive cultures for adult learning and teacher leadership will be built through data-driven research based practices. This teacher-focused system of support's goal is to increase student achievement.

The Credentialing Process is framed around these coaching experiences, but are not limited to:

1. Professional Learning
 - a. Participate in Instructional Coach professional learning
 - b. Attend all six modules in Year 1 and 2 of the NTC Professional Learning Series for Mentors and Coaches
 - c. Instructional Coaching
 - d. Observing and Conferencing
 - e. Using Data to Inform Instruction
 - f. Coaching in Complex Situations
 - g. Mentoring for Equity
 - h. Differentiated Instruction
 - i. Fully Participate in all Instructional Coach Forums
2. Individual Professional Growth
 - a. Commit to growth along a continuum (using national mentor standards) and engage in goal setting and reflection process
 - b. This process includes a Self-Assessment Summary, an Individual Learning Plan, a Mid-Year Review, and an End of the Year Reflection
3. Interactions with Case Study Teachers
 - a. Establish and maintain a trustful, confidential and non-evaluative relationship with Case Study Teachers to help develop their autonomy as professionals
 - b. Model, as appropriate, innovative teaching methodologies through techniques such as co-teaching and demonstration lessons; provide opportunities for teachers to observe exemplary practice by arranging inter-site visitations
 - c. Encourage teachers to identify and support instructional resources school

- community; incorporate technology and analysis of data to advance both teacher learning and classroom practice
- d. Promote collegiality and build community among teachers by providing professional learning.
- 4. Documentation with Case Study Teachers
 - a. Engage in the Case Study Documentation process
- 5. Case Study Description
- 6. ii. Outcome for Case Study Teachers
- 7. iii. Narrative: End of the Year Case Study Growth Reflections
 - a. Assist Case Study Teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement utilizing the NTC Formative Assessment Tools
 - b. Coaching and Observation
 - c. Analyzing Student Work
 - d. Lesson Planning
 - e. Collaborative Assessment Log
- 8. Data of Instructional Coaching Practice
 - a. Maintain and submit required documentation on Learning Zone
 - b. Utilize a variety of NTC Formative Assessment Tools for interactions with Case Study Teachers
 - c. Engage in In-Field Observations with Cohort Leader and/or Peer Coach

(Protocol Standards Implementing: 1.3.2, 2.3.1, 3.3.2)

ESE Renewal Certification

The 2013 Florida Legislature approved an amendment to Senate Bill 1108, related to exceptional student education (ESE) (APPENDIX D). This amendment made changes to the process for renewal of professional certificates. On August 28, 2013, the department issued *2013 Legislation – Senate Bill 1108*, to summarize key provisions of this legislation and provide general questions and answers addressing implementation issues. Revisions were adopted by the State Board of Education at its meeting on January 21, 2014. These rule revisions became effective on February 25, 2014.

- Beginning July 1, 2014, any applicant for renewal of a professional certificate must earn at least one college credit or twenty (20) Inservice points in teaching students with disabilities.
- An applicant must earn a minimum of six (6) semester hours of college credits or the equivalent Inservice points for certificate renewal, and this requirement for credit in teaching students with disabilities may not increase the total renewal credit requirement.
- For additional information on this amendment view the FDOE link below:
<http://info.fldoe.org/docushare/dsweb/Get/Document-6974/dps-2014-12.pdf>

Qualifications

SMART Bond Professional Development Qualifications

SBBC emphasis on innovation and personalization in learning is aimed at empowering all learners to achieve their highest potential through customized instruction, creativity, collaboration and the infusion of digital tools and resources. The SBBC SMART Bond PD Qualifications allows all instructional employees to gain 21st Century Qualifications at four levels: Learner, Educator,

Collaborator and Innovator. In addition to the four Qualifications, 21st Century Teaching may award inservice credit at each level. Performance indicators at each level are listed below.

1. Level 1: 21st Century Learner Qualification: The teacher begins to use technology tools to deliver curriculum content to students. The teacher has an understanding of the International Standards for Technology in Education (ISTE) and an understanding of the practical application of ISTE standards. Students are using technology in conventional ways. The students have regulated access to the technology resource.
2. Level 2: 21st Century Educator Qualification: The teacher chooses which technology tools to use and when to use them. The students are developing a conceptual and procedural knowledge of the technology tools. The teacher does not need to guide students step by step through activities. Instead, the teacher acts as a facilitator toward learning, allowing for greater student engagement with technology tools. Technology tools are available on a regular basis.
3. Level 3: 21st Century Collaborator Qualification: The teacher guides, informs and contextualizes student choices of technology tools and is flexible and open to student ideas. Lessons are structured so that student use of technology is self-directed. Students understand how to use many types of technology tools, are able to select tools for specific purposes (including planning, monitoring and evaluating learning), and use them regularly. Multiple technology tools are available.
4. Level 4: 21st Century Innovator Qualification: The teacher serves as a guide, mentor and model in the use of technology. The teacher facilitates lessons in which students are engaged in higher order learning activities that may not have been possible without the use of technology tools. The teacher helps students locate appropriate resources to support student choices. Students have options on how and why to use different technology tools, and often extend the use of tools in unconventional ways. Students are focused on what they are able to do with the technology. The technology tools become an invisible part of the learning.

Mandated Training

There are times when the district is required, by statute, rule, or grant obligations, to provide specific training. This training may or may not be based on individual need and is part of the District's Master Plan for Compliance Training.

Compensation Process

Stipends for Professional Development are determined by specific funding sources. Stipends and points are not awarded for all Professional Learning activities.

It is the responsibility of each participant to complete all requirements in the allotted time period to receive credit and payment. The eligible participant must meet all course completion requirements before any payment is processed, including but not limited to attending all sessions; completing follow up/implementation activities; and submitting course feedback/evaluations. Partial credit or payments are not permitted.

Processing Payments for Professional Development

Once all close out processes are complete in the professional development management system (MyLearningPlan), course and participant information is transferred to the payroll system (SAP) for payment processing.

Professional Learning Activity Stipend iForm

The Workshop Stipend iForm is an electronic form used to systematically process a payroll action in SAP with appropriate approval. This iForm populates one-time payment forms with course rosters. The use of this iForm facilitates running detailed reports relating the course, the funding source(s), and individuals receiving payment. This bridges the gaps that exist between HR processes, Professional Development, and Payroll execution. See APPENDIX E.

PL Management System (Broward's MyLearningPlan)

In the 2014-2015 school year, Broward District implemented a new and improved coordinated system of records for professional learning. All historical inservice records were migrated into this new system without loss or modification. This new system, Broward's MyLearningPlan provides easy access to up-to-date records of professional learning, easily accessible reports for administrators and integration with other data systems to provide data for certification and inservice points.

(Protocol Standards 1.2.7, 2.2.7, 3.2.7)

User Profiles

All SBBC employees, including Broward County charter school employees, and registered non-employees, manage all of their professional development activities through the Broward's MyLearningPlan user interface. These activities include:

- Searching activity catalogs
- Registering (booking) and canceling participation
- Collaborating through team (discussion) rooms (dependent on offering)
- Appraising (providing feedback on) completed activities
- Viewing and printing their Professional Learning Transcript

Professional Learning Activities

The catalogs accessible through Broward's MyLearningPlan consist of approved professional learning activities covering a variety of subjects, delivery methods, and durations. Each professional learning activity is aligned to one (1) or more desired outcomes of an approved master plan or innovation configuration and the components of the Master Inservice Plan.

Professional Learning (PL) Providers submit a detailed proposal form through Broward's MyLearningPlan for any activity they plan to deliver. The proposal is routed through an approval process by which both content and design are reviewed and modified if necessary.

PL providers are notified and supported to with any necessary changes throughout the approval through system notifications.

An approved activity may be offered multiple times. Re-offerings are routed through an abridged approval process. The original approved content and design are locked in place and only certain information (i.e. location, date and time) may be modified for each subsequent delivery. Any major modifications to an activity would require a new proposal being routed through the approval process.

Activity Roster Management

The management of activity rosters entails registering and canceling participants as needed; monitoring the completion of all requirements (i.e. implementation activities, feedback); communicating with the participants as needed; maintaining all necessary documentation; and completing and archiving the offering, no later than ten (10) days after the stated completion date. Once the offering is completed and archived, no further changes will be made. Professional Learning transcripts of participants are updated once all requirements are met and the offering is completed and archived. The PL Provider offering the activity performs the activity management. Professional Development Standards and Support provides oversight for all activity management.

Professional Learning Communities (PLC)

Professional Learning Community activities will be submitted through a detailed proposal form in Broward's MyLearningPlan. School-based Administrators as well as Professional Development Standards and Support review and approve the PLC information contained in a proposal as it is routed through the approval process. The Inservice Facilitator, the school-based PL Liaison, will be notified of any necessary changes or approval through system notifications.

Each PLC will choose to document the work of the group through the use of the MyLearningPlan Team Room or administration-approved school based processes. Each PLC will keep minutes for every meeting, using a consistent template documenting the CARE Cycle. The school's PD Administrator will approve minutes routed through the MyLearningPlan System. Minutes housed and monitored at the school site will be routed through an approval process approved by the Principal.

Each PLC team will submit a Mid-Year Verification Form and an End-Of-Year Verification form through the MyLearningPlan system. Upon submission of each verification form, the school-based administrator(s) and PLC Team members are verifying the number of hours in collaboration; validating active team engagement in progress towards meeting SMART Goal targets; and identifying professional learning activities used to support the team's impact on teacher practice and student learning.

The Inservice Facilitator will provide oversight management of all professional learning communities for his/her school in Broward's MyLearningPlan. Working with the various PLC Facilitators, the IF maintains activity rosters, cancels participants as needed, and completes and archives the PLC no later than May 15th of each school year. Once the offering is completed and archived, no further changes or adjustments will be made. Professional Development Standards and support provides oversight and support for all school based PLC. PDSS provides ongoing communication and targeted learning opportunities are provided to Inservice Facilitators and PLC Facilitators throughout the school year to ensure continuous progress for each PLC team and support all participants to master the performance indicators identified on the Journey to Authentic Professional Learning Communities Innovation Configuration.

Roles and Responsibilities

The following is a summary chart of the various roles of stakeholders in the professional learning system.

Role	Responsibilities
Individual or Participant	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Uses student performance data to determine needs and to choose which professional learning will meet those needs, as in the stated intended outcomes • Actively participates in the selected professional learning • Attends all sessions for the full duration of the activity from start to end time. • When necessary, cancels registration within 24 hours of the start of the activity or notifies provider if an emergency prevents attendance • When necessary is prepared to provide proof of registration confirmation • Completes all requirements of any professional learning activity in which he/she participates with 80% mastery • Implements learning <i>as intended</i>, provides required documentation and seeks assistance until mastery is reached • Evaluates the effectiveness of the professional learning on his/her practice and provides feedback through the activity evaluation • Verifies Professional Learning Transcript is accurate at least annually.
School/Department Administrator / Supervisor	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Supports time and opportunity for staff to collaborate through authentic PLCs and other PL opportunities • Provides for a PL/Leadership team to plan and evaluate PL for the school/department • Monitors and records progress of participants' implementation of new practices and knowledge on the job • Provides feedback to participants through observation and conversation • Provides feedback to providers on the implementation of professional learning and effectiveness towards reaching targets
School/Department Professional Learning/Leadership Team	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Analyzes PL needs of school/department staff • Uses data to formulate targets for improvement for the entire school or department • Plans all PL (SIP for schools) • Organizes staff into PLCs based on data and individual needs • Monitors the implementation of all PL • Organizes resources, support systems for PL • Evaluates the effectiveness of the PL provided and the overall PL Plan • Provides feedback to providers on the effectiveness of any professional learning towards reaching targets of school/department

Role	Responsibilities
School/Department Inservice Facilitator (IF)	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Serves on the PL Team • Serves as liaison between PDSS (Professional Development Standards and Support) and school's PL Team • Compiles professional learning data as part of the PL Team • Provides feedback to providers on the effectiveness of all professional learning • Maintains all PL documentation (sign-in sheets, implementation documents, etc.) • Closes, by May 15 of each year, all PLCs/Activities to ensure that those who complete all requirements earn appropriate Inservice credit
School/Department PLC Facilitator	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Ensures meetings are held according to guidelines of authentic PLCs • Facilitates and supports organization of PLC meetings, based on established guidelines • Manages minutes documenting progress of PLC • Assists the Inservice Facilitator with closeout of PLCs
PL Provider	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. <ul style="list-style-type: none"> ○ Serves as the lead of a project or program that involves professional learning ○ Participates regularly in PDCC meetings • Creates or coordinates an innovation configuration or master plan <ul style="list-style-type: none"> ○ Monitors the implementation of an innovation configuration or master plan ○ Ensures the data collection plan of the innovation configuration or master plan is followed ○ Monitors the movement towards the Desired Outcomes documented in the approved MP/IC and makes adjustments as needed. ○ Coordinates the evaluation of the program(s) described in the innovation configuration or master plan • Coordinates the creation of professional learning aligned to specific desired outcomes of an innovation configuration or master plan <ul style="list-style-type: none"> ○ Monitors the implementation of all professional learning provided to ensure it is applied as intended ○ Evaluates the effectiveness of the professional learning provided to measure the degree to which intended outcomes were reached ○ Makes adjustments to professional learning as needed, based on data • Selects approved instructors of professional learning that have demonstrated content competency and the ability to facilitate adults in a learning environment • Orients instructors to their roles and responsibilities

Role	Responsibilities
Instructors	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Provides professional learning that follows the design of the activity as written • Maintains accurate records of attendance and completion of all required assignments • Differentiates delivery of learning based on actual participant needs • Records mastery of the activity based on the formative or summative assessments outlined in the activity • Collaborates with PL Provider on gaps in participant mastery to inform adjustments to the activity • Participates in all learning activities designed to Qualify BCPS Instructors/PD Facilitators
Activity Organizer	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Verifies all participants completed the appraisals • Informs PL Provider of participants who do not complete appraisals • Cancels participants from activity • Closes all professional learning activities on the completion date to ensure accurate assignment of any applicable inservice credit. • Keeps all original rosters for a period of five years
Coach	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Assists individuals with determining PL or resource needs • Monitors individual's implementation of professional learning <i>until mastery</i> • Serves on PL Team
Designer/Subject Matter Expert	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Provides content specific or pedagogical knowledge in the design of a professional learning activity • Designs or works with a designer to design professional learning to be delivered via face-to-face, blended or on-line experiences • Ensures PL provided meets standards for quality professional learning • Evaluates resources to support PL • Aligns PL to an IC or MP to support movement toward desired outcomes
Grant Writer	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Obtains funding for professional learning initiatives • Ensures grants which include professional learning adhere to the rules of the PL System and standards for quality PL

Role	Responsibilities
Research Specialist and/or Evaluator	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Through collaboration supports the develops a comprehensive plan to collect, analyze and evaluate PL Programs, PL activities associated with Programs and the overall quality of the PL System • Collaborates with PD Specialists and PL Providers in a formal feedback process to measure content mastery and changes in pedagogical practices as a result of professional learning
Office of Certification	<ul style="list-style-type: none"> • Monitors instructional personnel to ensure 5-year renewal requirements for teaching certificate are met
Professional Learning Coordinating Council	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Supports and monitors implementation of the redesigned PL System and evaluation processes involved • Collaborates to proposes timetables for <i>transition</i> from current policies and rules to new, more effective ones that meet rising expectations for professional learning • Communicates awareness to all stakeholders • Facilitates PL/Information sessions to stakeholders about fulfilling roles and responsibilities with fidelity • Recommends responsibility and supports <i>implementing</i> the new policies and rules throughout the workforce
Office of Academics Professional Development Standards and Support Department	<ul style="list-style-type: none"> • Creates culture of ownership of professional learning for all stakeholders • Ensures all professional learning adheres to the guidelines and rules set forth in the PL System • Coordinates and develops the PD Redesign Committee • Distributes responsibility for implementing the PL System throughout the workforce • Prepares School System/PL Providers to successfully fulfill their role in the PL System • Tabulates and distributes Professional Learning data to PL Providers as part of implementation and evaluation of professional learning • Provides, to Schools/Departments, support and professional learning opportunities for authentic PLC implementation • Manages documentation of PL through the Broward MyLearningPlan management system • Manages instructional and school-based employee evaluation systems • Revises Master Inservice Plan annually: obtains Board approval, submits to the State, publishes, and distributes to stakeholders • Manages assignment of Inservice points and individual professional learning records

(Protocol Standards: 3.1.8)

Timeline for Professional Learning

INDIVIDUAL:

- In the first month of school, review your current student achievement data, behavioral data certification needs and/or job requirements, to ensure planned professional learning is based on specific performance data from assigned students/job and is aligned with your level of development.
- Throughout the school year, respond to the feedback provided as part of the iObservation or another district approved evaluation process on how to improve your practice.
- Throughout the school year, provide feedback on any professional learning activities at the initial, implementation and impact stages.
- In January, continue to monitor various data sources to ensure that you are on track to meet PL goals.
- In the last month of school, evaluate and document whether needs have been met based on student or job performance. Review Professional Learning Transcript for accuracy and print for documentation.

SCHOOL/DEPARTMENT:

- In the first month of school, analyze current student achievement and behavioral data or other appropriate data. Initiate PLCs based on a clustering of individual's identified personalized learning needs.
- In January, revisit school/department PL focus to provide needs assessment data to the District to be used for planning PL for the next school year and to make adjustments to the current PL focus.
- In the last month of school, create a school/department-based PL focus for the following school year by using disaggregated data for each classroom/grade level or job category and individual personalized learning needs documented in the Deliberate Practice/Learning Plan close out process. Review current PLC data to plan for next year.

SCHOOL SYSTEM:

- Throughout the year provide guidance and support of professional learning based on needs identified through analysis of student data, performance evaluation data, new initiatives, certification/endorsement needs and/or State mandates.
- In the Spring review organizational priorities and new initiatives to be able to guide PL decisions and actions at all levels in preparation for the next school year.

Footnotes

- 1 F.S. 1012.98, 1012.34, SB 1664 Chapter No 2013-185, State Board of Education (SBE) Rules 6A-5.071, 6A-5.065, 6A-5.081, 6A-5.030, Florida Professional Development Protocol incorporated in SBE Rule 6A-5.071, and Race to the Top Project 10, Deliverables 1 & 4.
- 2 SBE Strategic Plan 2012-2018 at <http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.shtml>.
- 3 F.S. 1012.98,4 (b) 4

Appendices

- A. Statutes (F.S. 1012.98, 1012.34) and State Board of Education Rules (6A-5.065, 5.080, 5.081, 5.071)
- B. MIP 2016-2017
- C. BCPS PL System Innovation Configuration
- D. Senate Bill 1108
- E. Compensation Process

APPENDIX A:

Statutes Impacting Professional Development Systems

- [Section 1012.98, F.S. School Community Professional Development Act](#)
- [Section 1012.34, F.S. Personnel Evaluation Procedures and Criteria](#)

State Board of Education Rules Impacting Professional Development Systems

- [Rule 6A-5.065, F.A.C. Educator Accomplished Practices](#)
- [Rule 6A-5.071, F.A.C. Master Inservice Plan Requirements](#)
- [Rule 6A-5.080, F.A.C. Florida Principal Leadership Standards](#)
- [Rule 6A-5.081, F.A.C. Approval of School Leadership Programs](#)

APPENDIX B:

**BROWARD COUNTY PUBLIC SCHOOLS
MASTER INSERVICE PLAN
2016 - 2017**



**DANIEL F. GOHL, CHIEF ACADEMIC OFFICER
OFFICE of ACADEMICS
PROFESSIONAL DEVELOPMENT STANDARDS AND SUPPORT**

Focus and Purpose of the BCPS PD Redesigned System

Focus

The Focus of the Professional Development (PD) system is redirected toward supports for student outcomes aligned with the “college and career ready” vision of the state’s public school education system.

The Policy:

The PD system supports continuous improvement in the proficiency of individuals and schools in fidelity of implementation of priority initiatives and other major district systems that provide our students with a PreK-12 learning environment that results in college and career ready students:

- The PD system is the sum of the behaviors of individuals and collegial groups that deepen knowledge and skills supporting college and career ready outcomes, and the organizational and resource supports provided by school and district leaders that coordinate and align professional learning with standards.
- For the district’s PD system to accomplish its purposes, the deliberate practice of educators, school and district leaders for continuous professional improvement must be coordinated and focused as a system of connected and interactive elements that result in actual improvements in student achievement on course requirements. This redeveloped PD system is designed to support “deliberate practice” and enable our educators to take effective professional actions, individually and with colleagues, to improve outcomes for students.
- Professional learning supported through the district’s PD system is to be aligned with the district’s vision for college and career ready students and support a PreK-12 learning environment in which instruction and learning is based on Florida Standards, sound research, collaboration, problem solving driven by multiple sources of student data, and culminating in increased student achievement.

Associated Practices:

1. Understanding the Standards Framework

All instructional and administrative personnel engage in individual and collegial effort to deepen understanding of the overall framework of student academic standards in the Florida State Standards (FSS).

2. Use of Course Requirements

Individual and collegial efforts of classroom teachers, their supervisors and instructional coaches, deepen understanding of the specific course requirement for courses/subjects taught. The baseline repertoire of effective educator practices includes mastery of the course requirements embedded in course descriptions on collaborate, plan align, learn, motivate, share (CPALMS) and use of those requirements in instructional design and lesson planning, instructional delivery and facilitation, and assessment.

3. Alignment, Connections, and Relationships

To deepen understanding that “it’s all the same work,” design of and engagement in professional learning includes individual and collegial practices that clarify the alignments, connections and relationships of the targets of professional learning to the mission of “college and career ready students.”

Purpose

The purpose of the system shall guide decisions and actions on organizational changes, resources allocations, and alignments of learning with priorities at all levels of the workforce.

The Policy:

The district’s PD system shall focus support for improved performance of individuals and schools on fidelity of implementation of priority initiatives and practices that are revealed by contemporary research to positively impact educator performance and student achievement.

Priority purposes for the PD system are established to guide decisions and actions at all levels of the workforce toward such fidelity. All these purposes are supported by the system. The specific capacities, deliverables and evaluation practices of the PD system that are supported with district resources are to be aligned with one or more of these purposes:

- Enabling the workforce to function as a learning organization with support of a professional learning culture in each school;
- Developing and maintaining a workforce that enables students to become college and career ready through a system in which instruction and learning is based on collaboration and problem solving driven by multiple sources of student and performance data;
- Increasing student achievement through proficiency in sound research-based classroom instructional strategies and school leadership strategies that promote rigor and relevance through standards-based instruction;

- Supporting “deliberate practice” as a primary process for developing workforce expertise and recruiting and training educators and leaders; and
- Fidelity of implementation of statutes, State Board of Education (SBE) rules, and District and State initiatives related to student growth, educator proficiency and professional learning.

Associated Practices:

1. Professional Responsibility – Understanding purposes of PD school and District Leaders engage the workforce in constructive conversations about the terms, concepts, contemporary research and standards related to the purposes of the PD system.
2. Learning Organizations – Practices at the school and District level are to be designed and implemented to support the schools and the District in functioning as learning organizations with a professional learning organization on continuous improvement of workforce proficiencies that impact student achievement, emergence and development of professional learning cultures shall be supported.
3. Allocating Responsibilities – School and District leaders are responsible for engaging the workforce in implementing the purposes of the PD system through collegial, collaborative and coordinated responsibilities distributed across all levels of the workforce. The District and schools are to be purposefully organized to distribute PD functions and responsibilities broadly across the workforce.
4. Actual Improvement Related to Purposes – The PD system must respond to rising expectations for students and educator performance with continuous improvement in professional learning that results in actual improvements in instructional and/or in professional learning that results in actual improvements in instructional and/or leadership performance. The time, effort and resources expended in implementing the PD system are to support the purposes of the system. Participants’ learning must lead to implementation on the job. School and District leaders are to sustain or expand supports for professional learning that results in actual improvement and discontinue or modify supports that do not have an acceptable impact or for which the design or implementation does not enable assessing impact.

The Priority Shifts, Capacities and Deliverables of the BCPS Redesigned PD System

Priority Shifts

The initial stages of redevelopment focus on building an improved foundation that supports practices aligned with the changing expectations for student achievement, instructional and leadership practices, and professional learning processes.

The Policy:

Redevelopment of the PD system shall be initiated with development of a foundation that supports workforce understanding of the paradigm shifts on expectations for student achievement, instructional and leadership practices, and professional learning. Priority responsibilities for district and school leaders for managing the transition from the prior PD system to the new PD system are designing and implementing organizational changes that result in:

- A substantially expanded school-based focus on faculty and leadership development;
- Transition from an emphasis on PD deliverables focused on “trainings” that impart information to collegial school-based “development” processes that support productive changes in practices;
- Focusing professional learning on deep understanding of state standards
- Marrying the Florida State Standards to effective pedagogical practices proven to impact teacher practice and increase student proficiency levels
- Developing supportive professional learning cultures in every school; and
- Components of the Master Inservice Plan, which align to and support the work of collegial learning teams and the deliberate practice growth actions of individual educators and leaders resulting in highly effective performance levels

District and school administrators shall engage the workforce in the identification and resolution of barriers to implementing these priority shifts in the foundations of the PD system and the policies and practices associated with the new ways of accomplishing continuous professional learning and the other responsibilities now associated with PD.

Associated Practices:

1. School-based Focus

School and district leaders engage in selection, design and/or delivery of the deliverables of the PD system shift the priority focus of their work from providing knowledge transmission events held off school sites to design and delivery of arrays of collegial processes and practices that facilitate implementation of research based pedagogical practices and the intended targeted learning at the classroom or school site.

2. Emphasis on Development

District resource supports for PD deliverables shift from “training” events focused on knowledge transmission to development process focused on facilitating actual changes in instructional practices in classrooms and schools.

3. Standards-based Focus

The majority of PD supported by district resources and implemented at school sites are aligned to standards and state and district initiatives leading to “college and career ready” students.

4. Professional Learning Cultures

School administrators support implementation of the essential elements of a learning organization by employing faculty and leadership development practices to build and sustain professional learning cultures at each school with a focus on deliberate practices.

5. Master-Inservice Plan Priorities

Master Inservice Plan components are provided that recognize and support the work of Professional Learning Communities, Lesson Studies, professional study groups and the deliberate practice growth actions of individual educators and leaders that result in highly effective performance levels. Components are designed to meet the needs identified through evaluations systems and individual growth plans.

Capacities

Capacities are defined as the nature, management, and development of the knowledge and skills required accomplish the purposes of the system.

The Policy:

The primary capacities applied to implement the PD system are:

- Knowledge, skills and expertise of the district’s human resources;
- Effort expended by individuals, collegial teams, and school and district leaders on:
 - Personal mastery of essential instructional and leadership practices;
 - Examining paradigm shifts and mental models that support understanding a shared vision of one educational system supporting all students;
 - Workforce relationships that coordinate learning experiences of the students PreK-12; and
 - Understanding systemic connections of initiatives, pedagogy and standards.

Leaderships’ decision-making processes on

- Resources available for PD (e.g., fiscal, technical, material)

- Uses of time, ideas, organizational structures and collegial processes that support a learning organization and school-based learning cultures; and
- Relationships for collaboration with others in the statewide system of PD.

These “capacities” are employed through implementing the professional responsibilities for continuous improvement embedded in the Florida Educator Accomplished Practices, the Florida Principal Leadership Standards, the Florida Protocol Standards for Professional Development, and the Code of Ethics of the Education Profession in Florida. Applying these capacities to generate high quality professional learning is to be supported through deliberate practice guided by feedback on relevant practices embedded in the district’s personnel evaluation system and data-based needs assessments.

Associated practices:

1. Capacity Management

The capacities that enable implementation of the PD system are embedded in the behaviors of professional educators and the decision-making of school and district leaders on uses of fiscal, technical, and material resources. Effective management of the human and resource capacities by school and district leaders requires distribution of responsibility, alignment of professional learning with district priorities, strategic resourcing to maximize the impact of time and resources, supporting engagement with professional learning content and methods, and responding to results data about the impact of the PD system with course corrections and continuous improvement processes.

2. Focusing Capacities on Priority Targets

Capacities are not unlimited. Prioritization is necessary to focus the application of existing capacities and development of new capacities. To support purposes of PD, the following are priorities for application of our capacities:

- a. Focusing professional learning on instructional improvement;
- b. Purposefully connecting the pedagogy with the standards for teachers;
- c. Aligning PD systems to the Professional Development Protocols;
- d. Analyzing needs assessment data;
- e. School leaders supporting school based PD
- f. Supporting a professional learning culture at each school; and
- g. Monitoring and mitigating barriers to improvement.

3. Restructuring and Reorganizing for Capacity Development

Development of new capacities shall be a focused strategic planning and problem-solving process to improve accomplishing the purposes of the district's PD system. Restructuring the use of existing resources and workforce work routines shall be an ongoing capacity development focus. In support of this need to restructure the district, the following priorities in capacity development will support continuous progress toward:

- a. Maximizing schools to adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function;
- b. Enabling schools to adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their principals, and among principals, with a goal of providing three to four hours weekly for this function;
- c. Providing a technology infrastructure, programs and resources to increase accessibility, efficiency, and adaptability of professional learning and collegial collaboration;
- d. Tapping the expertise of educators within the school and school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty to adapt and implement learning; to increase the accuracy and frequency of use of the practices; and to increase their collective expertise;
- e. Embedding days within the educators' work year and/or expanding educators' work year.
- f. Capacities for engaging educators in other school districts in sharing expertise and problem-solving goal of 10 workdays focused on professional learning relevant to student needs.
- g. Expanding on practices and resources relevant to enabling students to master state-adopted standards and be college and career ready.
- h. Participation in statewide resources sharing processes available through department of education supported websites.
- i. The capacity of staff development leaders to continuously improve their work through the ongoing evaluation of staff development's effectiveness in achieving school system and school goals for student learning.

Deliverables

Deliverables will shift in the focus, design, and implementation of the PD system to be observable, subject to quality control, priority subjects for monitoring and evaluation, and aligned with the priority purposes of the PD system.

The Policy:

Professional development deliverables are to be observable, subject to quality control, priority subjects for monitoring and evaluation, and aligned with the priority purposes of the PD system. Deliverables shall result from focusing capacities on the purposes of the PD system. Such deliverables consist of deliberately planned, coherent, and coordinated in-depth actions and supports designed and implemented to: develop district educators' knowledge, attitudes, skills, aspirations and practices that are revealed by contemporary research as likely to improve student achievement when done correctly and in appropriate circumstances; and to deepen support staff's proficiency at implementing job responsibilities.

Deliverables of the PD system include individual and collegial learning processes, events, workshops, courses, conferences, modules, plans, data sources and analyses, digital resources and technology-based processes, collaborations, coordinated programs with multiple elements, and organizational structures that facilitate learning through development and/or training. To support a professional learning culture conducive to educator growth, effective implementation of deliverables shall address these aligned functions:

- A planning process that employs research-based models for professional learning;
- Delivery that embed characteristics of high-quality professional learning; and
- Follow-up that facilitates effective implementation of the targeted learning.

The deliverables of the PD system are funded through a variety of sources. Some deliverables are funded directly as PD expenditures. Other deliverables are funded through other fiscal resources and/or embedded in workday routines of the professional educators. Analyses of the sufficiency and focus of professional learning deliverables in supporting the purposes of the PD system shall address all deliverables regardless of funding sources.

Associated Practices:

Implemented primarily at the School Level:

1. **Improvement Planning.** The development and use of individual and school improvement plans are to be based on needs assessments that consider student learning needs and the growth needs of educators and leaders that improve their capacity to meet student learning needs.
2. **Building a Professional Learning Culture.** The deliverables of the PD system are used to support building and sustaining a professional learning culture at the school sites.

Implemented at the School and District Levels

1. Aligning Deliverables with Policies and Purposes

Employees of the district, consultants, and contactors participating in design, implementation, or evaluation of deliverables of the PD system shall implement their responsibilities in a manner consistent with the district's PD policies and the purposes of PD.

2. Key Personnel in Professional Development

Distributive Leadership. A comprehensive and collaborative PD system requires active engagement at many levels and forms of leadership. Key personnel in the ongoing implementation of policies and associated practices of the PD system are:

- a. District Leaders responsible for operations supporting college and career ready student outcomes;
- b. District professional development Staff;
- c. Principals and school leadership teams;
- d. Collegial team learning leaders;
- e. Facilitators and developers, and
- f. Trainers and presenters.

3. Research-based Professional Development Models⁶

Deliverables intended to go beyond a training function and support development of participants on issues related to the Florida Educator Accomplished Practices (FEAPs) or Florida Principal Leadership Standards (FPLS) shall be implemented using a research-based model for PD and incorporate characteristics revealed by contemporary research as high quality PD.

4. Priority Areas for Professional Learning Deliverables

Professional learning deliverables shall be provided that support standards-based instruction and fidelity of implementation of initiatives, standards, and processes that support quality instruction and leadership. Those with responsibilities for design and/or delivery of such deliverables shall include components that support Subject Matter Expertise and Methodology Expertise. Such deliverables will support participant's fidelity of implementation on:

- a. Research-based practices related to student learning success
- b. Collegial and team learning processes
- c. Needs based deliberate practice

5. Leadership Development

As the role of the school leader (the principal in particular) is a major element in the quality of educational services provided by the district, the PD system shall provide on-going support to leadership development with an emphasis on proficiencies that support instructional leadership and faculty development.

6. Educator Preparation Programs

The district shall provide supports for beginning and aspiring teachers (interns) consistent with state requirements and provide:

- a. Beginning teacher supports for the first two years of teaching consistent with Department of Education standards, including use of course description, lesson design and use of student data for a multi-tiered system of supports (MTSS), understanding the evaluation system, mentoring and observation of effective teachers, and feedback on use of the Florida Educator Accomplished Practices (FEAPs), a core of effective practices.
- b. Clinical Educator Training (CET) aligned to the state model for educators who provide support to interns; and, Professional Educator Competency components to support progress toward a professional certificate.

7. Data Deliverables

Data and uses of data are deliverables of the PD system. Data analyses are to be used to track student progress, identify student learning needs, guide lesson design, planning and adjustment, and generate professional learning growth targets. Collecting and analyzing data are recurring issues for training and development.

8. Online and Digital Professional Learning Resources

As the teachers, schools and district leaders need to be proficient in the use of technology resources that support learning, the PD system will support the use of technology resources and participation in state and regional initiatives for Florida educators and school districts to share professional learning resources through online repositories of professional learning content.

9. Compliance with Statutes and Rules

Professional development system deliverables, and other school and district actions as needed, shall be provided to comply with requirements of statutes, state board rules, and applicable grant requirements.

Implemented primarily at the District Level

1. Deliverables Aligned with Needs Assessments.

The majority of the district's PD expenditures will focus on deliverables that address issues related to needs assessments. The district's supported needs assessment processes focus on issues that align with student and educator learning needs and fidelity of implementation of state and district initiatives promoting college and career ready students.

- a. Deepening teacher mastery of content of state academic standards: Common Core State Standards (CCSS) and Next Generation Sunshine State Standards (NGSSS) Standards-based instruction
- b. Evaluation system: Using rubrics and feedback from evaluation processes to guide professional learning
- c. Data collection and analysis to assess student needs and track progress on state standards
- d. Deliberate Practice (to include Florida Continuous Improvement Model (FCIM), needs assessment competencies and improvement planning, collegial team learning processes), and
- e. Core proficiencies regarding classroom management, parent relations, and school safety.

2. Coordinated Arrays of Professional Development Supports

Instructional and leadership improvement initiatives of the district shall be supported by a coordinated array or cluster of deliverables focused on support for fidelity of implementation of the specific initiative.

3. Deliverables Aligning Personnel Evaluation and Professional Development

Personnel evaluation and PD are coordinated systems. The PD system shall be employed to:

- a. Train evaluators in the use of the evaluation systems;
- b. Support deliberate practice improvement in proficiencies aligned to evaluation indicators;
- c. Provide temporary intervention for education professionals who need improvement in knowledge, skills, and performance; and
- d. Provide specific PD programs to support prescriptions for teachers, managers, and administrative personnel evaluated as unsatisfactory.

4. "Coaching for Improvement" Support System

Goals for continuous improvement of the student success are supported by a "coaching for improvement" program for instructional coaches and school administrators that incorporates development processes for coaching subject matter content, methodology, collegial learning, and instructional planning and preparation.

5. Training and Development of Non-instructional Personnel

Training and development of non-instructional personnel, focuses on understanding of and proficiency at quality implementation of job responsibilities, acquisition of industry certifications that align with district needs, and preparation that supports a quality-learning environment for students.

The Evaluation Practices of the BCPS Redesigned PD System

This policy identifies the focus and significance of evaluation of fidelity of implementation and evaluation of impact of the PD system and priority evaluation practices to be employed.

The Policy:

The district shall develop the capacity of the workforce to support PD system evaluation practices that meet the Florida protocol standards on evaluating PD. Evaluation practices are to be employed to form judgments on whether to:

- Sustain, realign, or develop capacities supporting implementation of the PD system;
- Retain, adjust or reorganize school and district operations or practices that impact accomplishing the purposes of the PD system; or
- Continue, modify or discontinue the various deliverables of the PD system based on evidence of effectiveness.

Monitoring Implementation and Effectiveness: To support reflection and quality judgments at the educator, school, and district levels, evaluation practices on these issues are a priority:

- Monitoring progress on fidelity of implementation of the system and deliverables;
- Monitoring progress on the spread of improvements in practice;
- Collaborative feedback practices at educator, school, and district levels that generate and guide ongoing adjustments to the system and its deliverables; and
- Formal evaluation frameworks to measure impact of professional learning on educator practices and student achievement.
-

Evaluation by Design: The planning and design of deliverables of the PD system shall include:

- Processes for evaluation of fidelity of implementation of the deliverable,
- Fidelity of subsequent implementation of the professional learning on the job,
- Impact on participants' practices and student achievement. Issues to be routinely considered in such planning and design of evaluation processes are evaluability, appropriateness, practicality, and relevance of the evaluation process (es) to the purposes of evaluation of PD.

Collaborative Feedback: The district shall ensure that the participants in professional learning are a primary source of evaluation data by enabling collaborative feedback and constructive conversations by participants and their workplace supervisors regarding the quality and effectiveness of the PD system, its deliverables, how participants use the practices that are the focus of professional learning, and how those practices are affecting student learning. The collaborative feedback aspect of evaluation is primarily a school-level function.

Formal Evaluation Frameworks: The district shall develop and implement research-based frameworks that guide the scope, structure, and focus of evaluation processes implemented at the school and district levels. Frameworks shall be developed and implemented for:

- Monitoring and Adjusting PD;
- Evaluation of the PD System; and
- Evaluation of the district's processes for managing change by alignment of PD, personnel evaluation, standards-based instruction, and student assessment systems.

Associated Practices:

1. Professional Development Monitoring Team

The district's PD system shall be monitored by a Professional Development Monitoring Team appointed by the superintendent and implemented by district and school-level leadership under direction of the superintendent or designee. The team shall be responsible for monitoring the alignment and quality of the PD system in regard to:

- a. Engagement with the statewide system of PD
- b. Annual reports on targeted aspects of the PD system
- c. Adequacy of resource support for the PD system
- d. Effectiveness of professional learning deliverables that focus on "development" processes facilitating actual changes in instructional practices in classrooms and schools.

PD Monitoring Team tracks trends from year to year regarding funding, time, and organizational supports and makes recommendations regarding organizational changes and allocation of funds and resources to continuously strengthen the PD system's capacity to meet protocol standards. They do so by:

- e. Checking the alignment of PD and personnel evaluation systems
- f. Reviewing policy review and revision processes, and
- g. Analyzing the evaluation data and generating a district recommendation for continuation, modification, or cessation of the targeted professional learning for the following school year.

Beginning in 2013-14 the district's PD monitoring team shall be engaged in implementing the district PD system to utilize the state's protocol standards for effective PD.

2. Evaluation of impact of PD on Performance Improvements

The PD system shall include evaluation of the impact of professional learning supports for needs assessments and improvement planning, instructional practices and subject matter expertise, leadership practices, collaborative and collegial practices, student learning, major district and state initiatives, and decision-making processes.

Implemented by school and district leaders

1. Distribution of Responsibility for Evaluation of PD

Effective management of the available human and other resource capacities by school and district leaders requires distribution of responsibility. Supports and responsibility for evaluation of PD are to be distributed throughout the workforce. Distributive leadership, as discussed in Key Personnel in Professional Development, for evaluation of professional learning involves both distribution of leadership responsibilities at school and district levels, but also requires that routines are established for leaders at all levels to communicate with each other on a regular basis. The collaborative feedback aspects of such evaluations are primarily a school-level function and formal evaluation frameworks are primarily a district function.

As part of constructive conversations in the purposes of the PD system, school and district leaders engage the workforce in implementing the purposes of the PD system through distribution of collegial, collaborative, and coordinated responsibilities across all levels of the workforce. Assigning faculty with responsibilities for monitoring implementation of learning is part of how a school leader engages in faculty development.

A comprehensive and collaborative PD system requires active engagement at many levels and forms of leadership. Key personnel in the ongoing implementation of policies and associated practices of the PD system are:

- a. District leaders responsible for operations supporting college and career ready student outcomes;
- b. District PD Staff;
- c. Principals and school leadership teams, including teacher leaders;
- d. Collegial team learning leaders;
- e. Facilitators and developers, and
- f. Trainers and presenters.

Implemented by participants and supported by their supervisors

1. Individual Responsibilities on Alignment and Impact in accordance with the professional responsibility to understand the purposes of PD discussed on page 11, PD carries with it an expectation that participants will change their practices in ways that benefit student achievement and support a school culture of professional learning.

Participants in professional learning and their supervisors provide feedback and engage in constructive conversations on the alignment and impact of the learning with applicable standards and purposes. To adequately assess alignment and impact, measurable outcomes and performance indicators must be established based on evidenced-based practices.

Implemented by school leaders

1. Collaborative Feedback

Collegial Processes that Engage the Entire Workforce: School leaders create opportunities within the schools to engage faculty in constructive conversations about PD. These conversations and other informal data collection processes are used to provide information on the usefulness, perceived quality and level of impact of professional learning. This is accomplished through:

- a. Processes at school site to monitor the implementation of PD based on the principles of lesson study and formative assessment.
- b. Formal data collection and analysis necessary to capture the impact of collegial processes on educator practice and student achievement.

Implemented by school and district leaders

1. Professional Learning Culture in the Schools

An aspect of the professional learning culture in schools is collaborative feedback. Results monitoring of professional learning in the district provides all participants in professional learning processes and events, and school and district leaders, opportunities for reflection on the impact of PD. Learning cultures allow sharing perceptions about professional learning supports with colleagues, schools and district leaders.

To achieve fidelity of implementation and desired impacts of professional learning at the school site, how professional learning is perceived, received, and acted upon is important:

- a. School administrators support the professional learning cultures at each school by employing faculty and leadership development practices to build and sustain the implementation of deliberate practice;
- b. High quality school and district operations implement practices that are designed to support the schools in functioning as learning organizations. College and career ready students result from focusing the essential elements of a learning organization on continuous improvement of workforce proficiencies that impact student achievement;
- c. School and district leaders and their leadership teams are the primary architects of professional learning cultures.

2. Reflection and Collegial Sharing

Both district and school staff utilize the monitoring and evaluation information on PD on a continuous basis to make changes to the design, delivery, support, or implementation of PD during the course of a school year:

- a. Managing the quality of deliverables requires that they be observable, subject to quality control, and priority subjects for system monitoring and evaluation;
- b. To support a professional learning culture conducive to educator growth, effective implementation of deliverables shall address monitoring and evaluation related to fidelity of implementation and impact;
- c. District and school staff review the course appraisal summary report, tool to collect data on implementation of the PLC and tool to collect data on the impact of the work of the PLC on teacher practice and student achievement; and
- d. Vision Checks: Sharing Perceptions about Essential Questions on the Current Reality
 - i. Principals shall implement processes at the school site
 - ii. District staff and school principals meet in relation to district processes.

Each school principal shall implement processes at the school site that engage faculty, staff and school administrators in collegial discussion of actual and needed practices. Discussions to align the shared vision with actual practice address: needs assessments; feedback on work proficiency; decision making on professional learning; and aligning professional learning and work to the purposes of PD, the protocols, and fidelity of implementation of initiatives. District staff and school principals shall engage in collegial discussion of these issues as they apply to district processes.

Implemented by District Leaders

1. Formal evaluation frameworks are primarily a district function. The district shall develop and implement research-based frameworks that guide the scope, structure, and focus of evaluation processes implemented at the school and district levels. Evaluation frameworks shall be developed and implemented for:
 - a. Monitoring fidelity, impact, and capacity to make adjustments;
 - b. Evaluation of the PD system under the Florida Professional Development System Evaluation Protocol Standards; and
 - c. Evaluation of the district's processes for alignment of PD, personnel evaluation, standards-based instruction, data, and student assessment systems.
2. To support reflection and quality judgments at the educator, school and district levels, formal evaluation frameworks to measure impact of professional learning on educator practices and student achievement are essential.

Implemented by Professional Developers and Implementers

1. Design Focus on Evaluating

Impact

All professional learning must be designed to articulate the link between student learning and professional learning and how to implement the associated theory of change; and then its effectiveness can be tied to specific teacher and student learning outcomes.

The planning and design of the PD system shall include processes for evaluation of fidelity of implementation of the system deliverables, fidelity of subsequent implementation by educators of the professional learning on the job, and impact on participants' practices and student achievement. Issues to be routinely considered in such planning and design of evaluation processes are practicality, capacity for fidelity and relevance of the evaluation process to the purposes of evaluation of PD.

An evaluation element is included in the design of all district-supported deliverables that generates collaborative feedback from participants and their supervisors on the impact of the deliverables on practices in the schools or classrooms. Practices for monitoring and evaluating the PD system are intended to shift the paradigm on evaluation to a participatory and collaborative approach that is consistent with Florida's Professional Development System Evaluation Protocol Standards.

Where the purposes of professional learning are not being achieved, the system must provide for discontinuing or modifying supports that do not have an acceptable impact or for which the design or implementation does not enable assessing impact.

Implemented by the designers and developers of support for evaluation processes and tools

1. Evaluability Assessments

Monitoring and formal evaluation processes shall address issues of practicality and relevance, as well as answering the question, "Can we evaluate this professional learning?" Investments of time and resources for collecting and analyzing formal evaluation data will be preceded by an assessment of whether an evaluation is worth doing. Factors to consider include:

- a. Whether the goals, objectives, and important impacts of the deliverable to be evaluated well defined and clearly understood by those who will design and implement the evaluation;
- b. Whether the goals and objectives of the deliverable plausible? For example, is there a reasonable expectation that the desired impacts can occur;
- c. What are the appropriate and relevant data that can be collected;
- d. How will required evaluation activities be implemented;
- e. Is the evaluation likely to produce useful information; and
- f. Is the intended use of evaluation results clearly defined?

In the process of determining whether the professional learning can be evaluated, the district should also reflect back on whether the professional learning is work implementing based on issues of purpose, relevance and capacity not only of the evaluation but also of the learning itself.

Implemented by district leaders

1. A Framework for Evaluation of Professional Learning

Formal data collection and analysis, along with informal reflection and perception input, shall provide one basis for evaluation of PD. The evaluation process shall employ a framework to focus on priority issues. The district's framework for evaluating PD is designed to measure fidelity of implementation and impact on workforce performance and student achievement.

2. Evaluation of Fidelity of Implementation

Each professional learning deliverable must be implemented with fidelity and includes sufficiently clear information about what it takes to implement the targeted professional learning in the classroom or school. The evaluation of fidelity will address the extent to which the PD was implemented as designed. The evaluation plans for specific professional learning deliverables shall include details about how and when data will be collected to assess the quality and fidelity of implementation. An innovation configuration documents the behaviors/practices aligned to the professional learning initiative.

The Role of the Master Inservice Plan in the BCPS Redesigned PD System

This is a policy that clarifies the role of the Master Inservice Plan as a supporting element in the PD system.

The Policy:

It is the policy of the district that the district shall develop and maintain a master Inservice plan for all instructional employees based on state adopted standards for high quality PD as required under Section 1012.98, F.S. and SBE Rule 6A-5.071. The master Inservice plan, a major supporting element in the district's PD system, will provide the workforce opportunities to use successful professional learning on district and school instructional improvement initiatives for certification purposes consistent with state statutes and State Board of Education rules.

Resource allocations for MIP components shall give priority to those aligned to state and district initiatives related to student achievement and high-effect size practices included in evaluation systems and include participant implementation of the targeted learning.

Associated Practices:

1. Resource Allocation Priorities - District support via resources and inclusion of components in the MIP shall give priority to those professional learning supports aligned to state initiatives related to student achievement and high-effect size practices included in evaluation systems. This includes support for participant implementation of the targeted learning at the school or classroom level.
2. Aligned Arrays of Components - In further support of statewide goals for school improvement, the MIP includes arrays of aligned components that, in their aggregate, support educator development on the following issues:
 - a. Florida State Standards (FSS), Next Generation Sunshine State Standards (NGSSS), and Career and Technical Education Standards;
 - b. Instructional practices for special populations (e.g., Exceptional Student Education, English Language Learners);
 - c. Data Access;
 - d. Differentiated Instruction, including Multi-Tiered Support Standards (MTSS);
 - e. Florida Educator Accomplished Practices (FEAPs);
 - f. Florida Principal Leadership Standards (FPLS);
 - g. High-effect/probability size instructional and leadership strategies addressed in the district's evaluation systems;
 - h. Low-achieving schools;
 - i. Peer and mentor teachers and instructional coaches;
 - j. Professional Development System Evaluation Protocol Standards;
 - k. Technology-supported learning;
 - l. Science, Technology, Engineering and Mathematics (STEM), and
 - m. Student Characteristics and Relationships.
3. Amendments to the MIP - Any component developed after the annual approval of the MIP may be submitted for school board approval as an amendment to the MIP.
4. Streamlining the MIP - At each annual adoption of the MIP, components no longer needed or not in alignment with current district purposes and priorities may be deleted from the MIP.
5. DOE Information Data Base Requirements - Professional development data required for inclusion in the DOE Information Data Base Requirements (state survey data) shall be collected, verified, and reported in a timely manner. The Office of Talent Development shall be involved in the review of the data collection processes and in review of the accuracy of data collected prior to submission to the state.
6. Charter Schools - Charter schools' instructional and administrative staff located within the district shall be provided the same opportunity to participate in MIP components open to all district personnel as any other district or school personnel.

APPENDIX C:

Innovation Configuration

Broward County Public Schools

Professional Learning System

2016 -2019

Chief: Daniel F. Gohl, Office of Academics

Lead: Monica Bianchi, Supervisor, Professional Development Standards & Support

Course Group Number: 390000777

Broward County Public Schools Professional Learning System

Executive Summary

Introduction

The **Broward County Public Schools Professional Learning System** delineates the rules for professional learning for all stakeholders, along with rules for the **Master Inservice Plan**. The rules are divided into three sections: **Planning, Learning and Evaluating**. Each section contains specifics and when all come together, the result is quality professional learning for all participants.

The implementation of the System is monitored using the Broward County Public Schools Professional Learning System Innovation Configuration. Full implementation of the system will occur over three years (2016-2019) using a process of continuous improvement and data-driven decisions.

Cycle of Continuous Improvement of Professional Learning

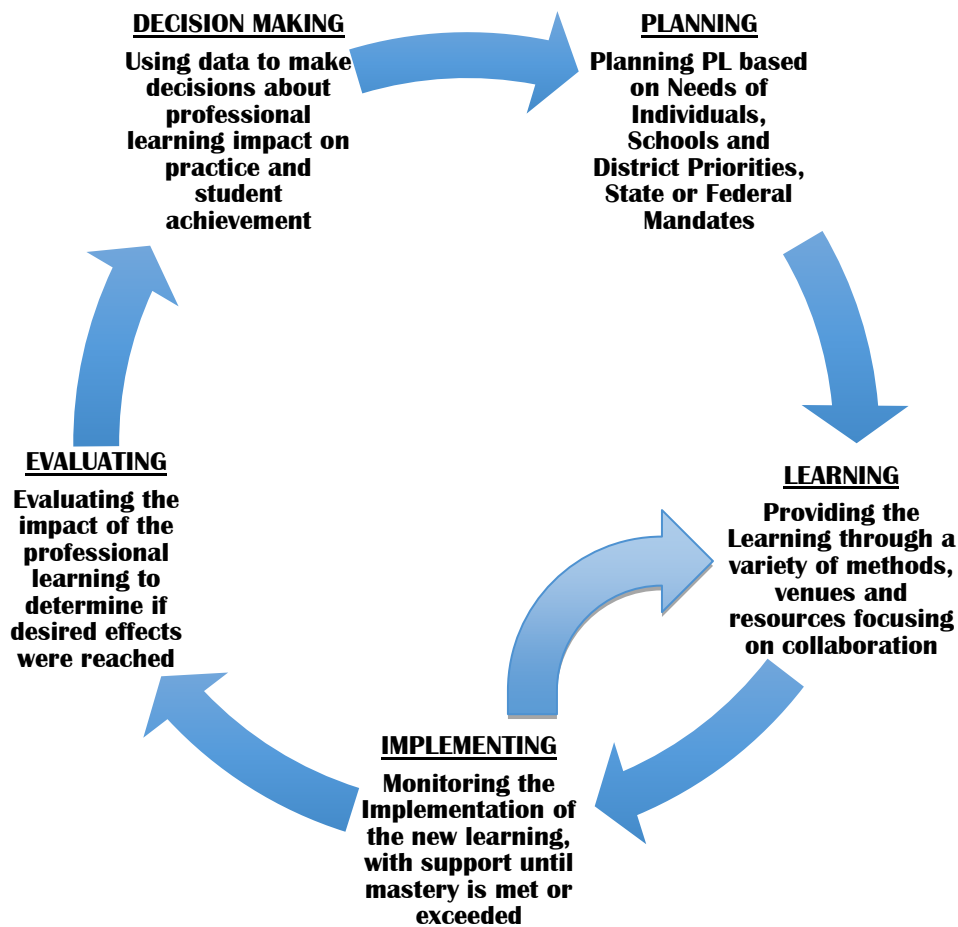


Figure 1

I. Planning Rules

Guiding question: What needs assessments must occur to identify and plan PL for individuals?

The overarching purpose of planning is to identify the performance gaps between student achievement or job performance and desired outcomes or expectations. Through planning, we are able to maximize the investment of PROFESSIONAL LEARNING resources (time, materials, equipment, human talent, and technology) to reach those intended outcomes. Planning rules help to identify and determine professional learning decisions that need to be made. A major component of the planning process is the dialog between individual and administrator about planned learning goals. Individual plans are used to formulate a plan for the entire school or department, aligned to the School Improvement Plan or Department Goals. Based on the identified professional needs, district strategic plan, and other identified needs, the district generates a district-wide Professional Learning System and Master Inservice Plan aligned to the Florida Protocol Standards. Specifics on how the following rules will be executed are found in the Annual Notices section of the Talent Development website.

II. Learning Rules

Guiding question: What is the quality of the professional learning in which individuals participate and to what extent do individuals apply the skills and knowledge gained through the professional learning?

Professional learning by participants is applied in the context of professional practice and is participatory and collaborative in nature. Broward County strongly supports the Professional Learning Community as the primary method for providing professional learning to staff. Learning is content focused, inclusive of a variety of learning strategies, sustained over time and incorporates the appropriate use of technology to support the learning. Implementation is the transfer of the learning from the professional learning to the work setting. This occurs over time, and requires support for implementation to embed the new learning into practice. The District has a newly redesigned Coaching Credential initiative whereby school and district-based individuals are prepared to be and are deployed as skillful coaches and mentors that provide support and assistance to staff with implementation of new learning. The following rules address both delivery of learning and implementation of that learning. Specifics on how the following rules will be executed are found in our Business Practice documents.

III. Evaluating Rules

Guiding question: How can we document the connection between professional learning, when applied as intended, to improvements in student learning or job performance?

Evaluation of professional learning requires gathering formative and summative data on the fidelity of implementation and eventual impact on participants' performance. A variety of evaluation measures are used to measure impact. Individuals are tasked with evaluating their individual learning plans and to discover the degree of fidelity of implementation of the plan, the changes in practice as a result of the learning and the impact on students or job performance.

All professional learning programs are aligned to a Master Plan or Innovation Configuration and these plans/configurations are monitored for degree of implementation, at least annually. Without knowledge of the degree to which learning is implemented, the contribution to any impact on students or job performance cannot be verified. Evaluation results are used to guide decisions about organizational changes that are needed to support instruction and leadership and any messages to convey to parents, the community, and other districts about the successes and challenges of the PROFESSIONAL LEARNING System. Specifics on how the following rules will be executed are found in our Business Practice documents.

2015 – 2016 BCPS PL System IC Evaluation Report

The Broward County Public Schools Professional Learning System (BCPS PL System) delineates the rules for professional learning for all stakeholders, along with rules for the Master Inservice Plan. The Office of Academics Department of Professional Development Standards and Support monitors implementation of the System using the Broward County Public Schools Professional Learning System Innovation Configuration.

In the District’s professional development management system MyLearningPlan (MLP), the BCPS PL System lists a catalog of courses that are intended to advance the learning objectives of the system for educators, administrators, and District staff. These include activities that develop the professional development standards and strategies of PD providers themselves; activities that allow integration of diverse professional development offerings into large-scale, organized events; and training sessions designed to develop participants’ technical skills needed to implement the System.

This Evaluation Report addresses metrics for the system as a whole; provides a summary of two activities designed for PD Providers (the Standards Convening and the Standards Institute); summarizes a large-scale, multidisciplinary activity for educators (Seasons of Learning Summer Institute); and summarizes MLP system training for PD providers.

System Metrics

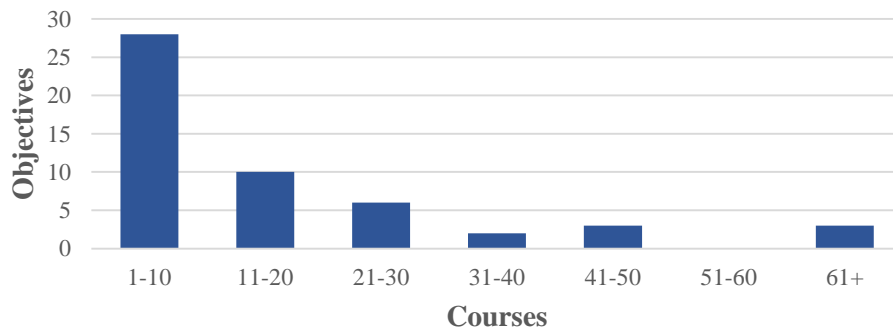
PDSS collaborates with professional development providers to develop and document plans for professional learning. Each “Objective” in MyLearningPlan (MLP) represents a Master Plan (MP), an Innovation Configuration (IC), or a State Add-on Endorsement. For documentation on each Objective, see the complete list of MPs, ICs, and endorsements at: http://www.broward.k12.fl.us/talentdevelopment/html/ic_masterplan.html.

During the 2015 – 2016 Academic Year, 52 Objectives were active in MyLearningPlan. Among these, professional development providers used 3,103 unique courses titles, including 2,349 associated with the Objective for Professional Learning Communities (PLCs), and 754 connected with Objectives for other professional learning activities.

MLP reports a total of 55,123 course completions, representing 19,898 different people, an average completing 2.8 courses per person (including PLCs). In all, Broward Schools awarded nearly 1.3 million in-service points to activity completers, for an average of 65 points per person.

The number of course types per Objective varies as needed to implement the desired outcomes outlined in the plan for that Objective. Although the number of different course types may reflect the level of logistical *complexity* required for implementation of a given objective, it cannot necessarily be used as a measure of *quality* of an objective. This year, there were 28 Objectives for which one to ten course types were offered; 10 objectives for which 11 to 20 courses were offered; 14 additional Objectives for which more than 20 course types were offered. The Objective for Professional Learning Communities was an outlier, with 2,349 unique courses representing both PLCs and other related professional learning activities. See Fig 1 on the following page for the frequency distribution of course types per objective.

Fig 1. Professional Learning Courses



For a list of all objective names, with numbers of courses, number of successful course completions, and total in-service hours awarded from July 2015 – June 2016, see Table 1 below and on the following page. (Ongoing courses that did not end during the target period, such as Seasons of Learning and other summer courses with close-out dates after the summer, are not included.)

Table 1. Objectives with Number of Courses, Completers and Hours

Objective	Courses	Completions*	Hours
Arts Education	1	10	200
Athletic Coaching Add-on Endorsement	3	151	9,060
BCPS PD System	2	104	1,615
Before and After School Child Care	2	352	7,062
BrIDGES Instructional	26	1,722	16,385
BrIDGES Observers	9	432	3,276
BRITE SAP Training	16	624	7,082
BTU - Academic Program	1	49	980
BTU - Effective Teaching	1	26	104
CTACE	18	324	4,313
Coach Credentialing	9	218	10,980
Compliance	7	237	1,246

Computer Science	5	200	2,330
Digital Learning Curriculum Integration	13	296	2,452
Digital Personalized Learning	4	418	6,048
Elementary Interdisciplinary Literacy	32	2,309	28,264
Equity and Academic Attainment	5	410	2,060
ESE	62	2,143	46,494
ESE Leadership Credentialing	4	108	968
ESE SB1108	21	4,114	74,575
ESOL	27	2,369	120,434
Facilities Service Persons Program	5	372	3,245
Food and Nutrition Services	8	861	10,218
Gifted State Endorsement	12	986	59,160
Head Start/Early Intervention	13	380	3,830
Highly Qualified Teacher	34	1,154	23,209
Innovative Programs	7	257	2,902
Instructional Coaching	6	156	1,780
Instructional Tech for 21st Century	47	6,930	78,346
Journey to Authentic PLCs	2,349	16,340	620,830
Junior Reserve Officer Training Corps	1	17	680
Leadership Development	17	933	23,490
Library Media	1	25	600
Local AP Credentialing	11	31	752
Non-Instructional Leadership	7	161	4,094
Office Support Personnel	16	654	6,548
Pathway for Fluent CCR	26	427	6,328
Physical Education	5	103	1,256
Psychological Services	3	323	1,755
Reading State Endorsement	20	555	33,030
School Counseling K-Adult	3	77	1,276
Secondary Language Arts	26	619	2,800
Secondary Literacy - Reading	4	56	1,138
Secondary Social Studies	12	71	553
Single Gender	2	17	164
STEM - Math	45	1,183	16,237
STEM - Science	49	998	11,497
Student Services	10	704	2,990

Student Support Initiatives	28	2,678	13,849
Summer Learning	2	111	3,552
Technology Systems & Operations	65	1,321	5,507
World Languages	1	7	112
Total	3,103	55,123*	1,287,656

* “Completions” counts users once for each completion, and therefore does not show unique users.

Standards Convening

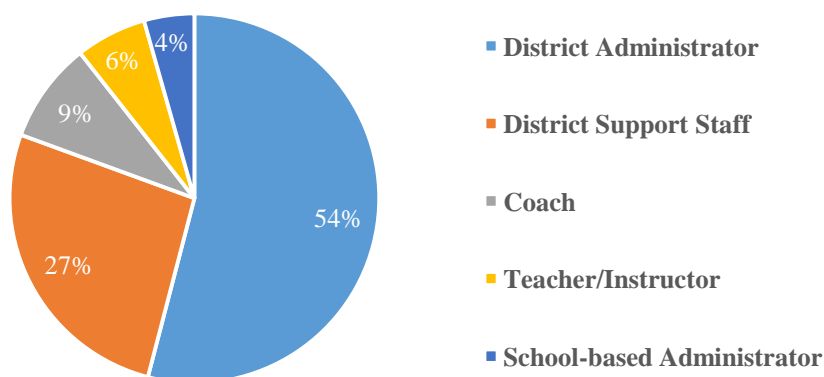
On September 3 – 4, 2015, PDSS collaborated with the Office of Academics to present a two-day Standards Convening for District personnel and school administrators. The event addressed the following questions:

- How can we support the implementation of B.E.S.T. (Beyond Expected Student Targets)?
- How can we ensure equity of rigor in every classroom? And
- How can we support teaching and learning initiatives in our roles?

The Convening featured presentations by Keynote speaker Kate Gerson from UnboundEd, Chief, Office of Academics, Daniel F. Gohl, and Superintendent Robert Runcie. The first day of the Convening was focused on English Language Arts, and the second day was focused on Mathematics standards. Participants included 224 people on the first day and 129 people on the second day.

Three weeks after the Convening, invitees were invited to complete an online survey to reflect on the event’s effectiveness, potential impact, and outcomes, with 113 responses. Most respondents identified as District Administrators (54%), followed by District Support Staff (27%), Coaches (9%), Teachers (6%), and School-based Administrators (4%). See Fig 2, below.

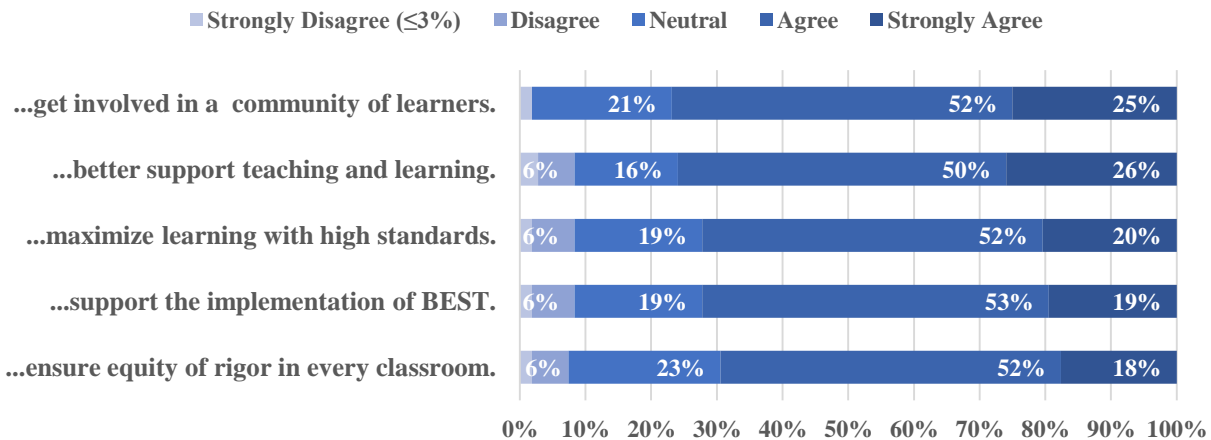
Fig 2. Convening Survey – Respondent Roles



Respondents indicated their level of agreement with statements that attribute progress toward each objective to the Convening (“The Convening helped me...”). Responses were generally positive, with 72% to 77% of respondents indicating agreement or strong agreement that the Convening helped them get involved in a broader community of learners, maximize learning

outcomes with high standards, better support teaching and learning, and support the implementation of best. However, only 69% agreed that the Convening helped them ensure equity of rigor in every classroom; this may indicate a need for future professional learning to address differentiated instruction and address equity of rigor within the context of standards and pedagogy. See distribution of Likert scale responses in Fig 3 on the following page.

Fig 3. Convening Survey – "The Convening helped me..."



Survey respondents were given the opportunity to write responses to the question, “How will the information from the Standards Convening impact your practice?” Of 76 written responses, 93% attributed positive changes in their practice to the Convening; and only 7% were neutral, indicating that changes in practice could not definitively be attributed to the Convening itself or that the question was not applicable to them. Ten responses indicated that participants had already shared information from the Convening with other District or instructional staff.

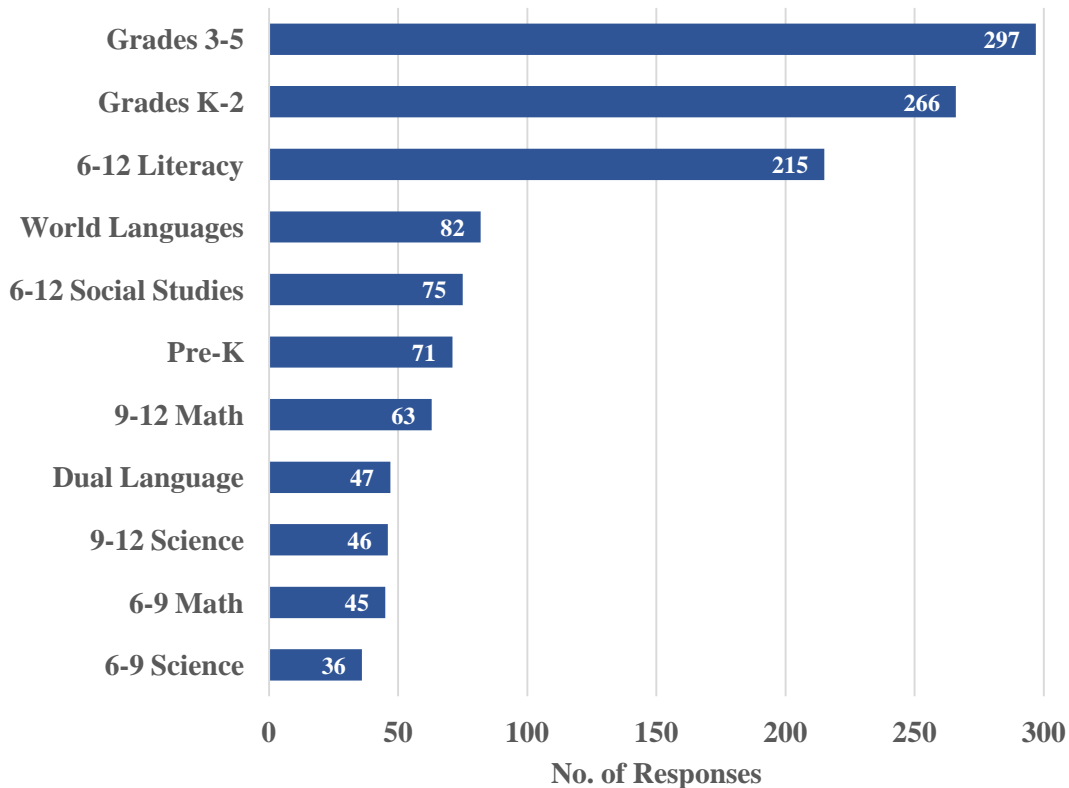
Finally, participants were asked, “How will the information from the Standards Convening impact student outcomes?” Of 73 responses, 89% were optimistic about positive student impacts; and 11% were uncertain or negative. Among positive responses, the majority cautioned that any student impact would depend on professional development for teachers on how to put the learning into direct practice in the classroom, indicated by statements like, “Effectively sharing the information with teachers, monitoring the implementations and supporting their efforts will ultimately impact the student outcomes,” and “High quality PD should lead to increased teacher effectiveness which will lead to greater student achievement.”

Summer Institute: Seasons of Learning

Based on the success of the Standards Convening for District staff and administrators, and the identified need to provide more professional development on the intersection of standards and pedagogy for educators, PDSS collaborated with the Office of Academics to develop Seasons of Learning, a week-long summer institute of integrated learning that included core content standards, ESOL strategies, ESE strategies, pedagogy, and techniques for using virtual tools to collaborate and personalize learning.

The design of the summer institute started with a survey to gauge teachers' interest in learning topics. Of 2,323 people surveyed, 1,559 (67%) indicated that they would like to attend a summer professional development institute. Respondents were further asked to indicate the one learning track, including level and domain, they would be most interested in pursuing. The most frequent responses were integrated subject areas of grades 3 – 5 (297) and K – 2 (266), as well as secondary literacy (215). Eight additional tracks received responses ranging from 36 to secondary science to 82 for World Languages. These numbers helped District staff determine the appropriate number of sections and facilitators needed for the institute. See Fig 4, below.

Fig 4. Institute Pre-Survey – Learning Tracks



PDSS coordinated planning activities with the Office of Academics to identify facilitators, coordinate logistics, schedule rooms, provide support staff for the event, and facilitate the course proposal process in MLP. For its inaugural year, Seasons of Learning kicked off with “Who Owns the Learning?” a keynote speech by Alan November, at Nova Southeastern University on June 13. The Institute continued with breakout sessions at Nova Middle School and Nova High School on June 13, 14, 15 and 16. Teachers met for six hours each of the four days, for a total of 24 hours in learning during the week. District facilitators also conducted sessions on strategies for ESE, ESOL, and technology integration, and rotated throughout all the subject-area sections.

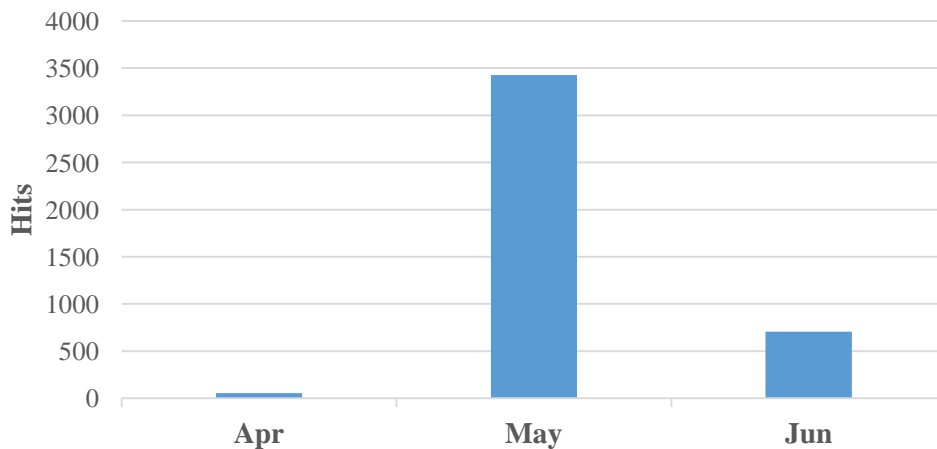
Professional Learning providers offered course titles multiple times to accommodate the needs of interested participants. Sections were also formed within secondary science and world and dual languages to differentiate the learning objectives to meet the diverse needs of teachers in different subject areas and at different levels. See course titles and enrollment listed in Table 2, below.

Table 2. Seasons of Learning Courses and Enrollment

Course Title	Sections	Enrollment
Seasons of Learning-Pre-Kindergarten	1	28
Seasons of Learning-Elementary K-2	3	85
Seasons of Learning-Elementary 3-5	3	86
Seasons of Learning-Literacy 6-12	4	88
Seasons of Learning-Math 6-8	3	56
Seasons of Learning-Math 9-12	3	55
Seasons of Learning-Social Studies 6-12	1	35
Seasons of Learning-Earth Science 6th	1	17
Seasons of Learning-Life Science 7th	1	16
Seasons of Learning-Physical Science 8th	1	18
Seasons of Learning-Life Sciences 9-12	1	20
Seasons of Learning-Phys. Sciences 9-12	1	14
Seasons of Learning-World Languages	4	107
Seasons of Learning-Dual Language K-4	4	78
Total	33	703

To provide participants ubiquitous support, PDSS staff published and promoted a web page with key information, the Seasons of Learning Summer Institute support page. Launched in spring 2016, the page started with 53 hits in April, jumped to 3,428 hits in May, and received an additional 704 hits in June. See Fig 5 for hits received each month. The page is available at: <http://www.broward.k12.fl.us/talentdevelopment/html/seasons-of-learning.html>.

Fig 5. Seasons of Learning – Web Page Traffic



PDSS also employed the Twitter handle @ProfDevSupport and promoted the hashtag #SeasonsofLearning to communicate information about the institute and stimulate interest.

The PDSS Twitter account has approximately 1,700 followers. During the six weeks leading up to the event, PDSS used the hashtag in 61 tweets, garnering 12,294 impressions and 345 engagements.

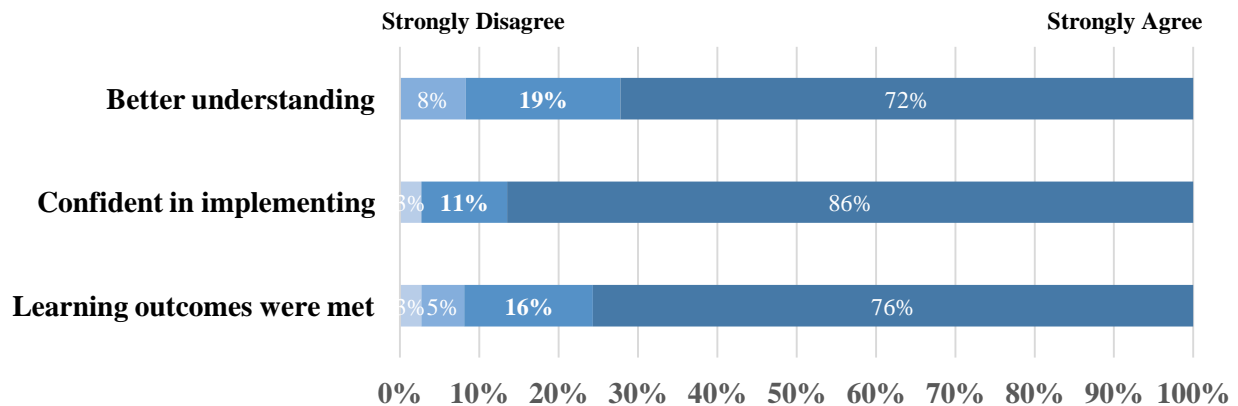
To evaluate the degree to which Seasons of Learning courses met their learning goals, specialized feedback forms were created, added to MyLearningPlan, and applied to all Seasons of Learning courses. However, because most of the courses close in September, feedback form data are not yet available for analysis.

Systems Training: Managing PD in MyLearningPlan

To prepare professional development providers to propose and manage professional development using the professional learning management system MyLearningPlan (MLP), PDSS provides systems training for District personnel. The course, titled Managing Professional Development for MyLearningPlan, provides guidance in developing quality professional development and the effective use of the management system as it relates to professional development quality and standards.

The learning objectives for this three-hour activity are for participants to be able to: navigate the MLP site and catalogs; create activity proposals; manage rosters; print sign-in sheets, reoffer, close, and archive activities; and assist users with MLP issues. PDSS offered the course nine times from August 2015 to May 2016, with a total of 60 participants completing the session. Feedback forms indicate high satisfaction ratings, with over 90 percent of respondents indicating that they agreed or strongly agreed that they had a better understanding of the course content, they were confident in implementing the learning, and the learning outcomes had been met (see Fig 6, below).

Fig 6. Feedback: Managing Professional Development in MLP



1. Facilitator

Desired Outcome 1.1: Facilitator **plans** their professional development to improve (teacher) practice and impact outcomes of their position and responsibilities in the form of a PD Plan.

Planning Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Identifies strengths and areas of targeted growth to develop, monitor and implement an effective PD Plan to positively impact practice and student achievement as determined by data trends.</p> <p>Utilizes Master Plan or Innovation Configuration data to determine and create a quantitative data-based statement of student and teacher learning needs.</p> <p>Facilitator identifies specific learning outcomes that explicitly address that need for the activity. The objectives are observable and measurable. The facilitator addresses the learning outcomes at the beginning of the PD.</p> <p>Strategically created a professional learning follow-up activity that assist the facilitator in effectively identifying those participants who have met the activity outcomes and objectives and those participants that might need additional learning opportunities.</p> <p>Facilitator has planned and prepared the necessary resources to conduct the PD.</p>	<p>Creates PD Plan but uses it intermittently to guide professional growth.</p> <p>Frequently utilizes Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.</p> <p>Specifies intended professional learning outcomes that explicitly address the need for the activity, however the outcomes are not measurable or observable.</p> <p>Created a professional learning follow-up activity that addresses the activity outcomes and consistently monitors participant's submissions.</p> <p>Facilitator has planned and prepared the necessary resources to conduct the PD. Participants are informed in advance of any materials or documents needed for the PD.</p> <p>The facilitator successfully and effectively manages the BCPS PD System of record.</p>	<p>Creates a PD plan but using a format that is inconsistent across the District.</p> <p>Inconsistently utilizes Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.</p> <p>Specifies intended learning outcomes that are not designed to explicitly address the need for the activity.</p> <p>Created a professional learning follow-up activity, however the facilitator does not consistently monitor the participant's submissions to identify mastery of activity outcomes.</p> <p>Facilitator has planned and prepared the necessary resources to conduct the PD.</p> <p>The facilitator, at times, effectively manages the BCPS PD System of record.</p>	<p>Does not plan professional learning or there is no process in place to allow for planning professional learning.</p> <p>Does not utilize Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.</p> <p>Does not specify any intended professional learning outcomes that explicitly address the need for the activity and are not observable or measurable.</p> <p>Has no professional learning follow-up activity planned that will assist the facilitator in monitoring whether the activity outcomes were met.</p> <p>Facilitator inadequately prepared the resources necessary to conduct the PD.</p> <p>Does not effectively manage the BCPS PD System of record.</p>

<p>Participants are informed in advance of any materials or documents needed for the PD and are engaged in the learning prior to the session.</p> <p>The facilitator successfully and effectively manages the BCPS PD System of record and uses all functions of the system to support communication, collaboration, and learning.</p>			
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Desired Outcome 1.2: Facilitator administers professional development **implementing** best practices and research based methodologies to engage and enhance new learning.

Implementing Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Consistently engages in and applies research based adult learning principles in all PD provided.</p> <p>Consistently administers formative assessments to gauge, interpret, and monitor new learning. Uses information learned to clear misconceptions and make adjustments as needed.</p> <p>Is attentive to different learning styles in the context of understanding common needs participants bring to learning experiences and makes adjustments as needed.</p> <p>Consistently reflects on the content personally and shares key learning experiences with participants.</p> <p>Understands and consistently implements the 5 Core Principles of Effective Professional Learning.</p> <p>Establishes and effectively maintains productive presenter-audience relations that facilitates learning and engagement.</p> <p>Models effective use of visuals, charts, and presentation design that facilitates learning and addresses all types of learners.</p>	<p>Engages in and applies research based adult learning principles in all PD provided.</p> <p>Administers formative assessments to gauge, interpret, and monitor new learning. Uses information learned to clear misconceptions and make adjustments as needed.</p> <p>Attends to different learning styles in the context of understanding common needs participants bring to learning experiences.</p> <p>Reflects on the content personally and shares key learning experiences with participants.</p> <p>Understands and implements the 5 Core Principles of Effective Professional Learning.</p> <p>Establishes and maintains productive presenter-audience relations that facilitates learning and engagement.</p> <p>Models use of visuals, charts, and presentation design that facilitates learning and addresses all types of learners.</p>	<p>At times, engages in and applies research based adult learning principles in all PD provided.</p> <p>At times, administers formative assessments to gauge, interpret, and monitor new learning. Uses information learned to clear misconceptions and make adjustments as needed.</p> <p>At times, attends to different learning styles in the context of understanding common needs participants bring to learning experiences.</p> <p>At times, reflects on the content personally and shares key learning experiences with participants.</p> <p>At times, implements the 5 Core Principles of Effective Professional Learning.</p> <p>At times, establishes and maintains productive presenter-audience relations that facilitates learning and engagement.</p> <p>At times, models effective use of visuals, charts, and presentation design that facilitates learning and addresses all types of learners.</p>	<p>Does not engage in or applies research based adult learning principles in all PD provided.</p> <p>Rarely or never, administers formative assessments to gauge, interpret, and monitor new learning.</p> <p>Does not understand different learning styles in the context of understanding common needs participants bring to learning experiences.</p> <p>Rarely or never reflects on the content personally and does not share key learning experiences with participants.</p> <p>Rarely or never implements the 5 Core Principles of Effective Professional Learning.</p> <p>Does not establish or maintain productive presenter-audience relations.</p> <p>Does not model use of visuals, charts, or presentation design that facilitates learning and addresses all types of learners.</p>

Desired Outcome 1.3: Facilitator **evaluates** Professional Learning for its effectiveness to reach the desired outcomes of the Master Plan/Innovation Configuration/Program to which it is linked and to student achievement or customer satisfaction.

Evaluating Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>An evaluation plan/process has been established and consistently carried out at least twice a year to ensure sustained learning is taking place.</p> <p>Consistently measures the degree to which professional learning impacted the participants' practice using formative and summative data.</p> <p>Uses evaluation data to determine PD targets for the following year and makes changes as needed.</p>	<p>An evaluation plan/process has been carried out at least twice a year to ensure sustained learning is taking place.</p> <p>Measures the degree to which professional learning impacted the participants' practice using formative and summative data.</p> <p>Uses evaluation data to determine PD targets for the following year.</p>	<p>An evaluation plan has been completed, but occasionally carried out, to ensure sustained learning is taking place.</p> <p>At times, measures the degree to which professional learning impacted the participants' practice using formative and summative data.</p> <p>At times, uses evaluation data to determine PD targets for the following year.</p>	<p>No evaluation plan has been established.</p> <p>Does not measure the degree to which professional learning impacted the participants' practice.</p> <p>Does not use evaluation data to determine PD targets for the following year.</p>

Data Collection Plan			
Educator/Individual	Instrument/Data Type	Frequency	Responsible for Collecting Data
Quality and Fidelity of Implementation	MLP Feedback Forms	1x/workshop	PD Provider
Impact on Practice	BCPS PL Survey (Facilitator questions)	2x/year	PDSS Department
Impact on Student Achievement	Demonstrates an understanding of methods to monitor impacts on student outcomes.	1x/year	Varies by PD

2. Professional Development Provider

Desired Outcome 2.1: PD Provider **plans** to research, analyze, and identify needs aligned with district goals to improve (teacher) practice and impact outcomes of their position and responsibilities in the form of a PD Plan.

Planning Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Administrator/ Supervisor analyzes data and identifies PD needs of students/customers.</p> <p>Administrator/ Supervisor creates a yearlong PD Plan based on the identified needs aligned with SIP/Department Goals and district priorities.</p> <p>Administrator/ Supervisor consistently researches and determines who will best provide PD and if providers will be internal providers or district providers.</p>	<p>Administrator/ Supervisor reviews data and discusses needs of students/customers.</p> <p>Administrator/ Supervisor establishes a PD Team that meets to create a PD Plan based on the identified needs aligned with SIP/Department goals and District Priorities.</p> <p>Administrator/ Supervisor researches and determines who will best provide PD and if providers will be internal providers or district providers.</p>	<p>Administrator/ Supervisor reviews data of students/customers.</p> <p>Administrator/ Supervisor establishes a PD Team that meets to create a PD Plan based on the identified needs.</p> <p>Administrator/ Supervisor determines if providers are internal providers or district/providers.</p>	<p>Administrator/ Supervisor does not analyze, review, or discuss data needs of students/customers.</p> <p>Administrator/ Supervisor has no PD Team or PD Team performs very cursory functions in the planning of PD for the year.</p> <p>Administrator/ Supervisor does not determine if providers are internal or district providers or performs very cursory functions in the selection of providers to be used.</p>

2.2 Desired Outcome: PD Provider supports professional development with time and opportunity to **implement** best practices and research based methodologies in the form of coaching/resources needed to apply the new learning.

Implementing Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Administrator/ Supervisor consistently supports staff with time and opportunity to participants in needed PD.</p> <p>Administrator/ Supervisor supports involvement in yearlong PLCs, which meet according to an established schedule.</p> <p>Administrator/ Supervisor provides resources needed to fully participate in PD, within budget constraints.</p> <p>PD/Department Team consistently meets monthly to monitor the implementation of the PD Plan.</p> <p>Administrator/ Supervisor consistently provides support until mastery, for all participants through coaching by a designated person.</p> <p>PD/Department Team consistently meets a minimum of twice per quarter, to monitor the implementation of the PD Plan.</p>	<p>Administrator/ Supervisor supports staff with time and opportunity to participate in PD.</p> <p>Administrator/ Supervisor supports PLCs but allows interruptions or cancellations of PLC time.</p> <p>Administrator/ Supervisor provides limited resources to support PD, within budget constraints.</p> <p>PD/Department Team meets monthly to monitor the implementation of the PD Plan.</p> <p>Administrator/ Supervisor provides support until mastery, for all participants through coaching by a designated person.</p> <p>PD/Department Team meets a minimum of twice per quarter, to monitor the implementation of the PD Plan.</p>	<p>Administrator/ Supervisor provides limited time and opportunity for PD, primarily for required PD.</p> <p>Administrator/ Supervisor supports time and opportunity to attend workshops.</p> <p>Administrator/ Supervisor occasionally provides resources to support PD.</p> <p>PD/Department Team occasionally meets monthly to monitor the implementation of the PD Plan.</p> <p>Administrator/ Supervisor provides support for all participants through coaching by a designated person.</p> <p>PD/Department Team meets a minimum of once per quarter, to monitor the implementation of the PD Plan.</p>	<p>Administrator/ Supervisor makes no provisions for professional learning for staff.</p> <p>Administrator/ Supervisor does not supports time and opportunity to attend PLCs or workshops.</p> <p>Administrator/ Supervisor does not provide resources to support PD.</p> <p>PD/Department Team does not meet to monitor the implementation of the PD Plan.</p> <p>Administrator/ Supervisor does not provide support through coaching.</p> <p>PD/Department Team does not meet to monitor the implementation of the PD Plan.</p>

182.3 Desired Outcome: PD Provider **evaluates** Professional Learning for its effectiveness to reach the desired outcomes of the Master Plan/Innovation Configuration/Program to which it is linked and to student achievement or customer satisfaction.

Evaluating Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>PD/Department Team creates an established timeline for monitoring, supporting, and evaluating the implementation of the PD and implementation of the PD Plan.</p> <p>PD/Department Team consistently meets twice per quarter, to review the data collected on fidelity of implementation and the evaluation of all activities on the PD Plan.</p> <p>PD/Department Team consistently makes adjustments as needed to the PD Plan or specific PD, based on implementation data.</p>	<p>PD/Department Team creates an established timeline for monitoring and supporting the implementation of the PD and implementation of the PD Plan.</p> <p>PD/Department Team consistently meets twice per quarter, to review the data collected on fidelity of implementation and the evaluation of all activities on the PD Plan.</p> <p>PD/Department Team makes adjustments as needed to the PD Plan or specific PD, based on implementation data.</p>	<p>PD/Department Team creates a timeline for monitoring the implementation of the PD.</p> <p>PD/Department Team meets a minimum of once per quarter, to review the data collected on fidelity of implementation of all activities on the PD Plan.</p> <p>PD/Department Team occasionally makes adjustments as needed to the PD Plan or specific PD, based on implementation data.</p>	<p>PD/Department Team does not have an established timeline for monitoring the implementation of the PD.</p> <p>PD/Department Team does not meet to review the data collected on fidelity of implementation of all activities on the PD Plan.</p> <p>PD/Department Team does not make adjustments as needed to the PD Plan or specific PD.</p>

Data Collection Plan			
Administrator/Supervisor	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	PD Plan Review	1x/month	PD Provider
	PD Plan Needs Assessment	1x/year	
Impact on Practice	BCPS PL Fall and Spring Survey	2x/year	PDSS Department
	Evaluation Meetings	2x/year	
Impact on Student Achievement	Monitor student assessment indicators from 3-year Strategic Plan	1x/year	PD Provider

Mid- and End-of-Year Evaluation Plan		
Quality and Fidelity of Implementation		
Participant	Mid-Year Evaluation	End-of-Year Evaluation
Educator/Individual	MLP Feedback Forms	MLP Feedback Forms
Administrator/Supervisor	PD Plan Review	PD Plan Needs Assessment
Professional Development Team	Monthly Data Review	Annual PD System Review
Impact on Practice		
Participant	Mid-Year Evaluation	End-of-Year Evaluation
Educator/Individual	BCPS IC Fall Survey	BCPS IC Spring Survey
Administrator/Supervisor	BCPS IC Fall Survey Mid-Year Evaluation Meeting	BCPS IC Spring Survey Annual Evaluation Meeting
Professional Development Team	Monthly Meetings to monitor implementation of PD Plan.	Annual meeting to revise PD System.
Impact on Student Achievement		
Participant	Mid-Year Evaluation	End-of-Year Evaluation
Educator/Individual	<p>Incorporate student outcome measures into design of each PD activity.</p> <p>Monitor student assessment indicators from District's 3-year Strategic Plan.</p>	
Administrator/Supervisor		
Professional Development Team		

APPENDIX: D

SB 1108

Section 9. Paragraph (e) is added to subsection (3) of section 1012.585, Florida Statutes, and subsection (6) is added to that section, to read: 1012.585 Process for renewal of professional certificates.

(3) For the renewal of a professional certificate, the following requirements must be met:

(e) Beginning July 1, 2014, an applicant for renewal of a professional certificate must earn a minimum of 1 college credit or the equivalent inservice points in the area of instruction for teaching students with disabilities. The requirement in this paragraph may not add to the total hours required by the department for continuing education or inservice training.

(6) The State Board of Education may adopt rules under ss.120.536 (1) and 120.54 to implement this section, including, but not limited to, applicant renewal requirements. Section 10.

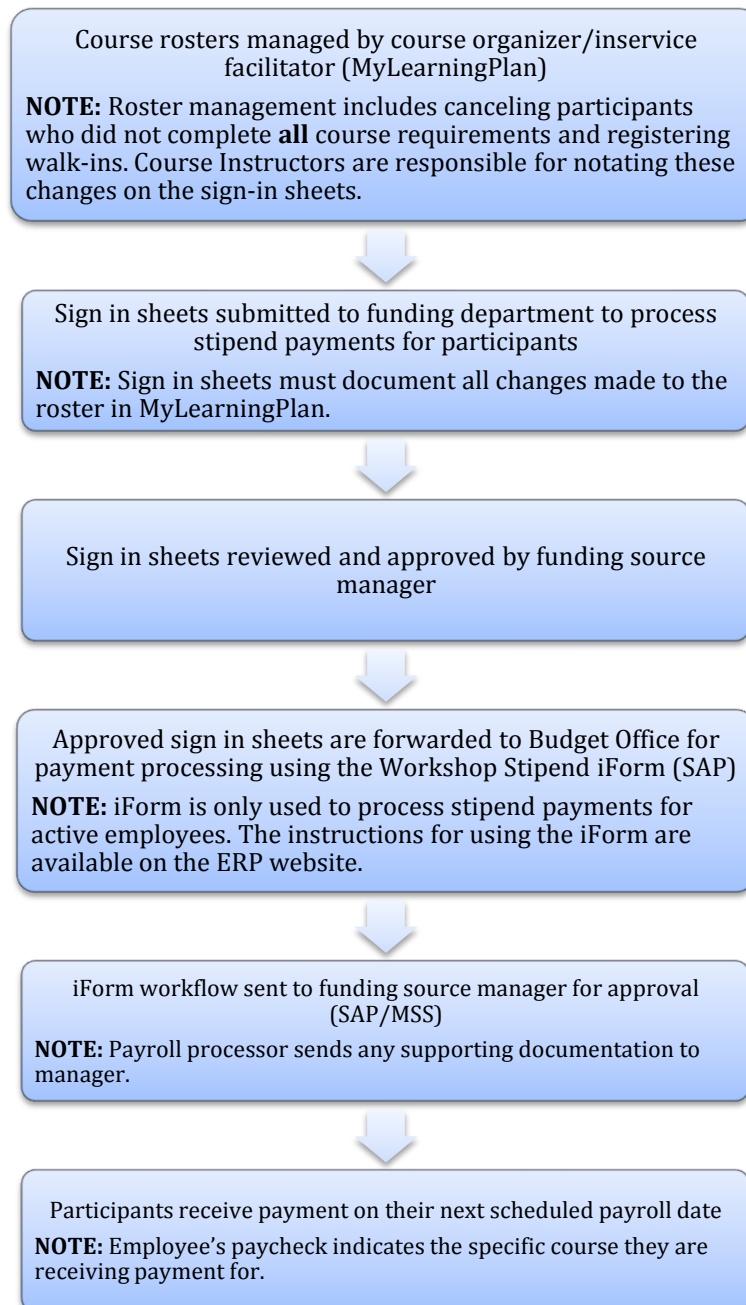
This act shall take effect July 1, 2013.

APPENDIX E

Stipends for Professional Development are determined by specific funding sources. Stipends and points are not awarded for all Professional Learning activities.

The process flow below shows the steps necessary to process stipend payments for participation in approved courses. This iForm is to be used *only* for one-time payments of workshop stipends upon completion of **all** course requirements.

PROCESSING PAYMENTS FOR ELIGIBLE PARTICIPANTS



One-Time Payment iForm

Employees who provide District sponsored professional learning in the capacity of a course content designer and/or trainer, outside of normal working hours, may be eligible to receive compensation for courses initiated in the Professional Development Management System (MyLearningPlan/SAP).

Trainer and course content designer payments are processed using the One-Time Payment iForm in SAP. Before any payment is processed, all requirements must be met by the individual receiving payment (i.e. submitting all materials, course sessions completed, etc.).

In addition to delivery time, trainers may be eligible to receive compensation for preparation time at one-half the actual delivery time for employees providing a program for the first time and one-third of the delivery time for subsequent presentations of the same course.

The process flow below shows the steps necessary to process one time payments for trainers and course content designers.

PROCESSING PAYMENTS FOR FACILITATORS

