

BROWARD COUNTY PUBLIC SCHOOLS

PROFESSIONAL LEARNING SYSTEM

2017- 2018



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Executive Summary

The Broward County Public Schools (BCPS) Professional Learning System (PL System) contains the District's 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, Florida (SBBC) supports that commitment through a research-based Professional Learning System that meets the intent of statutes, rules, regulations and research on professional learning.

Current 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 through rigorous standards-based, data-driven instruction. An effective Professional Learning System must be:

- Proactive to rising expectations for the performance of student, educator, administrator and support personnel;
- Focused on a model of continuous improvement through professional learning that results in actual improvements in instruction, leadership and job performance;
- Designed to positively impact the learning environment, delivery of instruction and student learning;
- Focused on the delivery and mastery of standards-based content and pedagogy; and
- Designed to support the District's Strategic Achievement Plan goals, priority initiatives and desired outcomes

The primary role of this Professional Learning System is to ensure the above shifts in expectations are in place to support a college and career ready focus for all teaching and learning. A high quality Professional Learning System 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:

- Motivating and engaging individuals in meaningful and research-based professional learning opportunities to improve teaching and learning outcomes;
- Addressing identified individual professional learning needs;
- Planning and selecting effective professional learning practices;
- Adhering to adult Professional Learning design principles;
- Implementing all learning with fidelity;
- Evaluating impact on performance and initiatives at multiple levels (e.g. school, district, state); and

- Re-examining annually the existing Professional Learning System through the lens of evolving expectations.

This Professional Learning System will address the following challenges:

- Alignment of all professional development activities awarding in-service points for certification or recertification to the Broward County Public School's Professional Development System.
- Alignment of all professional development activities/initiatives originating to research-based professional development best practices.
- Cohesion of all professional development activities/initiatives to sustained and long term changes in teacher practice and student achievement.

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 provides clarity and focus to all those who are responsible for implementation of the System. Members of the BCPS PD Redesign Committee will work collaboratively with Learning Forward to examine the System and to make necessary adjustments or modifications during the 2017/2018 school year.

The BCPS Professional Learning System distinguishes between professional learning and training. 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 permanent change of knowledge, skills and/or behaviors and long term in nature. Professional learning builds the capacity to achieve and sustain new desired performance outcomes that benefit 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 positive impact and effectiveness of professional learning to support long term and sustained growth outcomes. BCPS Professional Learning may award in-service points towards renewal of an educator certificate if all the requirements are met pursuant to statutory law, rules, procedures and this document.

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 and 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 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, schools 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 (formerly National Staff Development Council) and Florida's Professional Development System Evaluation Protocol. This evaluation model assesses planning,

learning, implementation, and evaluation of professional development activities according to standards modeled after the Learning Forward standards as well as Florida statutory requirements. The Professional Development System Evaluation Protocol includes standards that serve to identify and recognize best practices as well as to identify local professional development systems in need of improvement.

The Florida Department of Education initiated the Professional Development System Evaluation Protocol in spring 2003 as a means to fulfill the requirements of Section 1012.98, Florida Statutes. This legislation sets forth that the purpose of professional development systems is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The standards were revised and updated in 2010 to reflect changes in law and are currently under revision to ensure alignment to current research. 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 and monitoring of the BCPS Professional Learning System is the responsibility of Professional Development Standards and Support. (PDSS) in the Office of Academics. The collective vision of the Department is continuous learning for all District employees that will lead to improved outcomes for students and, in turn, the community as a whole. Our Mission is to support achievement of all students by providing effective professional learning opportunities that increase the effectiveness of instructional and non-instructional staff. We aim to achieve this mission with the following goals:

- To offer valuable, impactful, and relevant adult learning experiences that are aligned with Professional Learning Standards and result in improved student achievement.
- To develop the skills of the District's PD providers to incorporate research-based best practices in quality professional learning activities and include a continuous improvement cycle incorporating monitoring techniques for the planning, learning, implementing and evaluating phases of PD.
- To develop a cadre of facilitators to engage in a continuous cycle of improvement to support the planning, implementing, monitoring and evaluation of professional learning.
- To collaborate and support collaboration among all District departments and support collaboration among District departments to provide a cohesive circle of support for school administrators and teachers to improve student achievement.
- To provide efficient and effective systems that support all employees in the pursuit of professional growth, creating a culture of continuous, lifelong learning.
- To support Professional Learning Communities with the resources, tools, and skills they need to authentically and effectively improve student achievement.
- To ensure effective evaluation of the Professional Learning System and professional learning activities to measure the quality and fidelity of sustained and ongoing implementation, changes in teacher practice, and impact on student outcomes derived from the learning they provide to specified target audiences.

Master In-service Plan

It is the policy of Broward County Public Schools to develop and maintain a Master In-service Plan (MIP) based on State-adopted standards for high quality professional development, as required by Florida's School Community Professional Development Act (F.S. 1012.98) and State Board of Education Master In-service Plan Requirements (Rule 6A-5.071). For the full text of the MIP, outlined below, see Appendix B.

The MIP delineates the rules for professional learning for all instructional employees and identifies the professional learning activities or courses (hereafter referred to as "Components") of professional learning that may generate MIP points ("in-service credit") toward recertification or add-on certification. The Components of the MIP are deliverables of the professional learning system that support the District's Professional Learning System and individual deliberate practice. The implementation of the System is monitored using BCPS Professional Learning System Innovation Configuration (Appendix C).

The MIP provides guidelines for instructional personnel to use completion of professional learning aligned to District goals and school instructional improvement initiatives for certification purposes consistent with state statutes and State Board of Education rules. According to Rule 6A-5.071, in-service points awarded for successful completion of a Component shall be assigned as follows:

- One in-service point shall be equivalent to one clock hour of participation, or as specified by the Master In-service Plan based on competency or competencies demonstrated.
- Points for completion of college credit, processed through the Certification Department with an official transcript, shall be awarded upon successful completion of all course requirements, including an evaluation, and will equate to in-service participation as follows:
 - One semester hour shall equal twenty (20) in-service points.

In BCPS, total in-service credit for an activity is calculated by adding hours in session (onsite or online) plus up to a maximum of one-third ($\frac{1}{3}$) of the hours in session to account for the time to implement and measure outcomes of the learning. For example:

- 6 hours in session + 2 hours of implementation = 8 hours in-service credit

As set forth in F.S. 1012.98, the Master In-service Plan shall be updated and approved by The School Board of Broward County, Florida (SBBC) on an annual basis, with written verification submitted annually to the Commissioner of Education by October 1 of the current year.

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 in-service points may be earned for any one Component. There is a maximum of 6 hours in learning + 2 hours implementation for each day of learning. The Department of Professional Development Standards and Support and Professional Development Providers will review course proposals to determine the number of hours to be awarded for each course. Once a specific number of hours is determined for a given course, that number will be awarded for successful completion of

the course, including all attendance, mastery of objectives, implementation, and evaluation requirements. No partial in-service credit will be awarded for any professional learning activity.

Eligibility for in-service points is based upon the following:

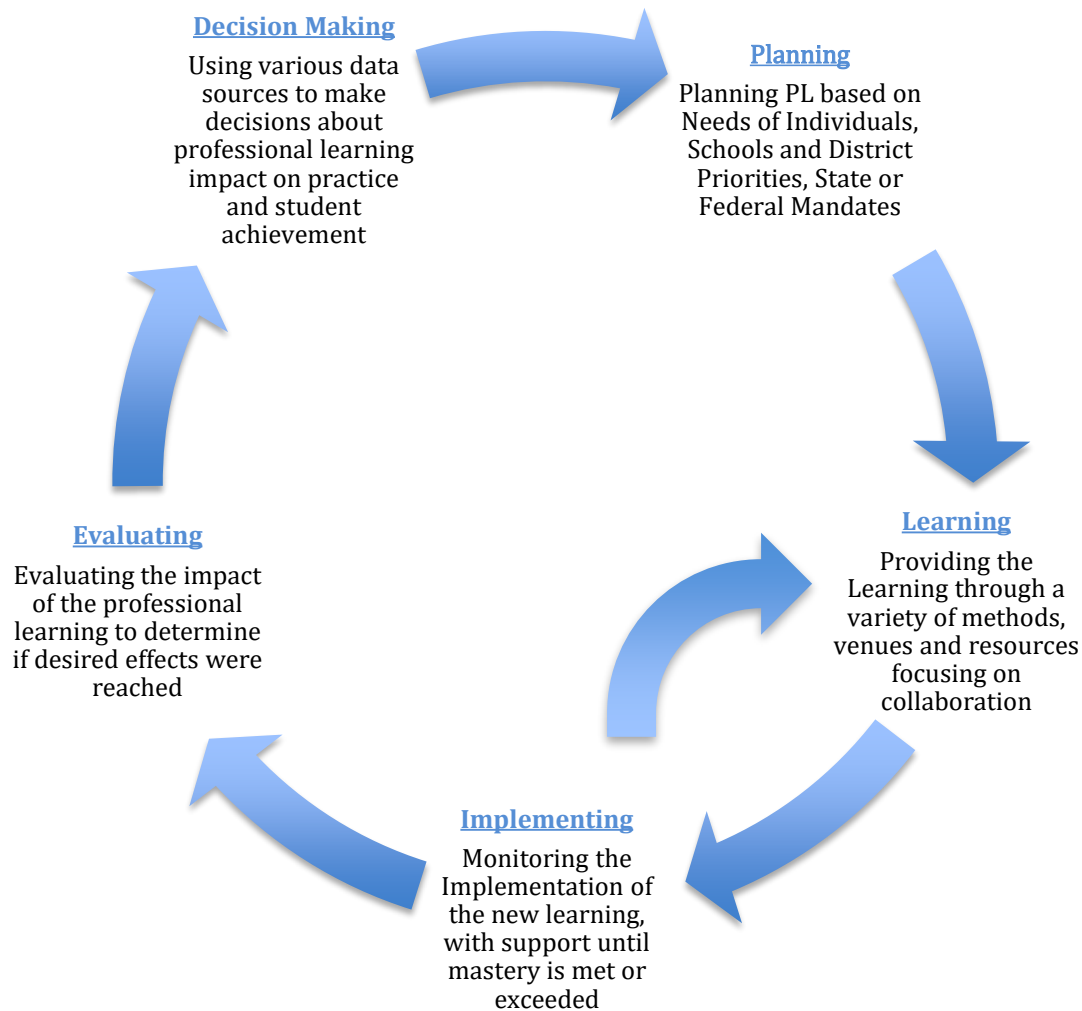
- Participant attendance at all scheduled learning hours
- Participant mastery of at least 80% of specific objectives as listed in the activity
- Participant completion of implementation activity or competency demonstration
- Participant completion of a course evaluation prior to the close of the course

Full implementation of the System will be guided by the BCPS PL Innovation Configuration over three years (2016-2019) using a process of continuous improvement and data-driven decisions. See appendix C.

Professional Learning Design Process

The Design Process is comprised of four phases: Planning, Learning, Implementing and Evaluating. The activities of each design phase, and their alignment with sections of the Professional Learning Activity Proposal, are detailed below. When all rules from the Master In-service Plan and all phases of the Design Process come together, the result is quality professional learning for all.

Figure 1. Cycle of continuous improvement of professional learning



The BCPS Professional Learning System delineates the rules for professional learning for all stakeholders, along with rules for the Master In-service Plan (Appendix B). The rules are divided into four sections: Planning, Learning, Implementing and Evaluating. Each section contains specific rules and when all rules come together, the result is quality professional learning for all participants.

Planning

The overarching purpose of planning is to identify the performance gaps between current levels of performance and desired outcomes or expectations. Through planning, we can maximize the investment of professional learning resources (time, materials, equipment, human talent, and technology) to reach those intended outcomes for specific target audiences. Planning helps identify

and determine professional learning decisions to maximize impact. Planning identifies present level of performance and supports the development of a plan of action to move the target audience towards desired outcomes.

Planning rules help to identify and determine professional learning decisions. A major component of the planning process is the dialog between individual and administrator about identifying learning goals. Individual plans are used to formulate a plan for the entire school or department and is 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 In-service 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. Planning Rules for 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. Planning Rules for Schools/Departments

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. Planning Rules for 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.

For District PD Providers, the primary components of the planning process is identifying current level of performance, trends, relevant data sources, and a plan of action to identify the performance goals for Master Plans (MPs) and Innovation Configurations (ICs) for each professional learning program. MPs and ICs are founded upon research- or evidenced-based practices, informed by dialog between individuals and administrators about planned learning goals, and aligned with School Improvement Plans, Department Goals, district priority initiatives and/or the BCPS Strategic Plan. To be eligible to award points toward recertification, all professional learning activities must be associated with a current Master Plan, Innovation Configuration, or Add-On Endorsement, and added to the District's Professional Learning Management System (PLMS) prior to registration and delivery of the learning.

Learning and Implementing

Participants' professional learning is applied in the context of professional practice and is designed to be participatory and collaborative in nature. Broward Schools strongly supports Professional Learning Communities as the primary method for providing professional learning to staff. Professional Learning is content-focused, inclusive of a variety of learning strategies, sustained, monitored and supported over time, and incorporates appropriate use of technology. Quality professional learning applies research-based adult learning practices and the Standards for Professional Learning (see <https://learningforward.org/standards>).

Professional learning is sustained and rigorous so that it can lead to classroom or workplace implementation of quality learning with fidelity to maximize the potential for improvements in student achievement. The District recognizes and supports professional learning as the key strategy for improving instructional personnel practice and student outcomes.

Implementation is the transfer of the learning from the professional learning experience to the work setting. Fidelity in implementation that changes practice occurs over time, and requires support for and monitoring of implementation to embed the new learning into practice. Professional Learning Providers identify instructional specialists to provide continuous support, modeling and mentoring for participants during implementation. The District has a redesigned coaching credential initiative whereby school and district-based individuals deploy skilled coaches and mentors to provide support and assistance to participants/learners with implementation of new learning. PL Providers use the District's PLMS to design implementation of adult learning as follows:

1. Learning and Implementing Rules for Individuals

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. Learning and Implementing Rules for Schools/Departments

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. Learning and Implementing Rules for School System/PL

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.

Evaluating

Evaluation of professional learning requires gathering various data sources including but not limited to formative and summative data on the fidelity of implementation and eventual impact on participants' performance and student outcomes. A mixed-methods approach using qualitative and quantitative evaluation measures is used to measure impact on teacher practices and student outcomes. 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 student learning or job performance.

All BCPS PD Providers collaborate with the Department of Professional Development Standards and Support to review their Master Plans and Innovation Configurations for degree of fidelity of implementation and impact on learner practice and student outcomes at least bi-annually, through a mid-year and end-of-year review process. Without knowledge of the degree to which learning is implemented, the contribution to any impact on teacher practice or student outcomes cannot be verified. Evaluation results are used to guide decisions about organizational support and changes that are needed to enhance instruction and leadership and communicate to parents, the community, and other districts about the successes and challenges of the Professional Learning System. Embedded in all Master Plans, Innovation Configurations and Activity Proposals are Evaluation Plans aligned with Guskey's Five Critical Levels of Professional Development. PD Providers use the District's PLMS to evaluate professional learning activities as follows:

Professional Learning Activity Proposal: Evaluating

An activity's Evaluation Plan should parallel the Evaluation Plan for the pertinent Master Plan or IC.

Level 1: Participants' Reactions. Providers select an instrument to evaluate participants' reactions and describe how the quality and fidelity of the professional learning activity will be monitored.

Level 2: Participants' Learning. Providers select the modes through which participants' learning will be evaluated. Then, describe how participants' learning of new knowledge will be evaluated.

Level 3: Organizational Support. Providers check the mode(s) through which the organizational supports required for successful implementation will be evaluated and provide a description.

Level 4: Participants' use of new knowledge and skills. Participants select the primary method to evaluate changes in teacher practice and describe how participants' use of new knowledge and skills will be evaluated.

Level 5: Student Learning Outcomes. Participants select the primary method through which Student Learning Outcomes will be evaluated and describe how the impact of the professional learning on student achievement and/or behavior will be evaluated.

1. Evaluating Rules for Individuals

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. Evaluating Rules for Schools/Departments:

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. Evaluating Rules for 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.

Master Plans and Innovation Configurations

All professional learning is aligned to a goal/goals in an Innovation Configuration (IC) or Master Plan (MP) and define(s) the behaviors and expectations of the learners over a continuum.

In cases where desired outcomes for approved initiatives are ongoing, without a designated end date, a Master Plan (MP) is developed to guide the planning, learning, implementing and monitoring processes. Innovation Configurations (ICs) are used to monitor the planning, learning, implementing and monitoring of initiatives with a specific start and end date. At the end of the IC period, decisions as to whether the innovation was successful are made.

PD Providers develop and annually update Master Plans and Innovation Configurations in collaboration with the Department of Professional Development Standards and Support (PDSS). Links to current Master Plans and Innovation Configurations, as well as templates for District PD Providers to develop new Master Plans and Innovation Configurations, are available on the PDSS website at:

http://www.broward.k12.fl.us/talentdevelopment/html/ic_masterplan.html

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 analyzing implementation and impact results to reflect on continuous improvement options and take actions to improve outcomes for the workforce and specific subsets of 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 communicate 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 an annual evaluation included in this document. (Protocol Standards for Evaluating: 3.4.1, 3.4.5, and 3.4.6).

Professional Development Standards and Support coordinates the evaluation of the BCPS Professional Learning System in the following ways:

- Monitors fidelity of implementation of the system;
- Provides coaching and support for all stakeholders;
- Provides support to owners of Master Plans, Innovation Configurations, Credentials, Qualifications and Certification Programs;
- Provides support to the Professional Learning Providers;
- Develops and supports Professional Learning Facilitators;
- Provides support to Professional Learning Teams;
- Brings the system and Master In-service Plan to the School Board for approval by September 1st of each school year; and
- Monitors adherence to Adult Learning Principals, State Statutes, Rules, FL DOE Guidelines and District Master In-service Plan.

Implementation of the Professional Learning System is monitored through various data sources including an annual Professional Learning Survey, based on the desired outcomes of the Professional Learning System Innovation Configuration, targeting the following roles:

- Instructional Participants
- Non-Instructional Participants
- School-based Administrators
- Professional Learning Facilitators
- Professional Learning Providers

Analysis of the evaluation results of the Professional Learning System also involves the continuously reflecting on the following:

- *Are purposes appropriate and consistent with district and state goals?*
- *Are capacities and resources sufficient for sustaining the Professional Learning System?*
- *Are deliverables focused on purposes, making effective use of capacities and resources, and are they being implemented with fidelity?*
- *Are the impacts of professional learning resulting in changes in individuals, school leaders, student learning outcomes 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 current research practices, Florida Department of Education updates and recommendations to the system

The **Professional Learning Coordinating Council (PLCC)** is comprised of all Professional Learning Providers, including District- and School-based representatives of all professional learning that is part of the system. PLCC meetings are mandatory for Professional Learning Providers to ensure that all professional learning is monitored for impact as part of a cycle of continuous improvement, including mid-year and end-of-year data reviews, aligned with the planning needs of District departments and schools.

Roles and Responsibilities

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

Role	Responsibilities
<p style="text-align: center;">Individual Participant</p>	<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 and/or follow-up as required by the professional learning facilitator • At least annually, verifies Professional Learning Transcript is accurate • Completes annual surveys or requests for feedback to support continuous improvement
<p style="text-align: center;">School Administrator Department Administrator Supervisor</p>	<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 and supports the 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 • Completes annual surveys or requests for feedback to support continuous improvement
<p style="text-align: center;">School PL Team Department PL Team School Leadership Team Department Leadership Team</p>	<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 and supports, as needed, all PL (SIP for schools) • Organizes staff into PLCs based on data and individual needs for maximum effectiveness • 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 • Completes annual surveys or requests for feedback to support continuous improvement
<p style="text-align: center;">School In-service Facilitator Department In-service Facilitator</p>	<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 • Annually attends the In-service Facilitator Orientation and the PLC Close-out sessions provided by Professional Development Standards and Support

	<ul style="list-style-type: none"> • Compiles professional learning data as part of the PL Team • Ensures that each Facilitator for PLCs eligible for in-service submits a proposal, a mid-year verification and an end of year verification form by the designated due date • 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 In-service credit • Completes annual surveys or requests for feedback to support continuous improvement
<p style="text-align: center;">School PLC Facilitator</p> <p style="text-align: center;">Department PLC Facilitator</p>	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Ensures that each PLC eligible for in-service submits a proposal, a mid-year verification and an end of year verification form by the designated due date • 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 In-service Facilitator with closeout of PLCs • Completes annual surveys or requests for feedback to support continuous improvement
<p style="text-align: center;">PL Owner Representative</p> <p style="text-align: center;">Content Expert</p>	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Serves as the lead for program projects and/or initiatives that involves professional learning • Participates regularly in PLCC meetings • Creates, updates, monitors, evaluates and coordinates activities for Master Plan /Innovation Configuration • Monitors the implementation of learning under the Master Plan /Innovation Configuration • Ensures the data collection plan of the Master Plan /Innovation Configuration is current and relevant • Monitors progress towards the Desired Outcomes documented in the approved MP/IC and adjusts as needed. • Coordinates the evaluation of the Master Plan /Innovation Configuration • Coordinates the creation of professional learning aligned to the specific desired outcomes of the Master Plan /Innovation Configuration • Monitors the implementation of all professional learning provided to ensure it is applied as intended and support is provided as needed • Evaluates the effectiveness of the professional learning provided to measure the degree to which intended outcomes were reached • Adjusts professional learning as needed, based on data • When learning will be facilitated by a BCPS employee, selects only content relevant and approved BCPS Facilitators to facilitate professional learning • Orients instructors to their roles and responsibilities • Supports the BCPS PL System and PDSS oversight of 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

	<ul style="list-style-type: none"> • Completes annual surveys or requests for feedback to support continuous improvement
<p>BCPS Facilitators</p> <p>Instructors (outside vendors)</p>	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Have valid certification in the same area of content being delivered • 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 • Completes all requirements of BCPS Facilitation in a timely manner including updates • 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 • Completes annual surveys or requests for feedback to support continuous improvement
<p>Activity Organizer</p>	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Makes genuine, and repeated if necessary, efforts to communicate responsibilities and ensure that all or most participants complete all professional learning requirements prior to closing • Verifies all participants completed feedback, follow-up and any other session requirements prior to closing • Informs PL Provider of participants who do not complete appraisals prior to closing • Cancels participants from activity when applicable • Closes all professional learning activities on the completion date to ensure accurate assignment of any applicable in-service credit • Keeps all original rosters for a period of five years • Completes annual surveys or requests for feedback to support continuous improvement
<p>Coach</p>	<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 • Completes annual surveys or requests for feedback to support continuous improvement
<p>PL Designer</p> <p>Subject Matter Expert</p>	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • Serves as the lead for program projects and/or initiatives that involves professional learning as assigned by the PL Owner or Representative • Participates regularly in PLCC meetings when asked • Creates, updates, monitors, evaluates and coordinates activities for professional learning • Monitors progress towards the Desired Outcomes documented in the approved MP/IC and adjusts as needed. • Coordinates the evaluation of the professional learning • Coordinates the creation of professional learning aligned to the specific desired outcomes of the Master Plan/Innovation Configuration

	<ul style="list-style-type: none"> • Monitors the implementation of all professional learning provided to ensure it is applied as intended and support is provided as needed • Evaluates the effectiveness of the professional learning provided to measure the degree to which intended outcomes were reached • Adjusts professional learning as needed, based on data • Orients instructors to their roles and responsibilities • Supports the BCPS PL System and PDSS oversight of professional learning • Provides content specific or pedagogical knowledge in the design of a professional learning activity • Designs or works with MP/IC representative 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 • Completes annual surveys or requests for feedback to support continuous improvement
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 • Completes annual surveys or requests for feedback to support continuous improvement
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 and 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 • Creates, distributes, evaluates and completes annual surveys or requests for feedback to support continuous improvement
Office of Certification	<ul style="list-style-type: none"> • Monitors instructional personnel to ensure 5-year renewal requirements and state endorsements 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 • Completes annual surveys or requests for feedback to support continuous improvement
Office of Academics Professional Development Standards and Support	<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 • Coordinates and develops the PLCC Committee

Department Directors	<ul style="list-style-type: none"> • 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 BCPS professional management system • Manages instructional and school-based employee evaluation systems • Revises Master In-service Plan annually: obtains Board approval, submits to the State, publishes, and distributes to stakeholders • Manages assignment of In-service points and individual professional learning records • Completes annual surveys or requests for feedback to support continuous improvement
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Certification and Renewal

The purpose of Florida Department of Education educator certification is to support the academic achievement of students by assuring that educators are professionally qualified for highly effective instruction. Florida educators must be certified to teach in our public schools. Educators include classroom teachers, school administrators, and other educational support professionals. The Bureau of Educator Certification (BEC) is responsible for implementing the certification and certification renewal provisions in Florida Statutes and State Board of Education administrative rules. These laws and rules delegate limited certification and certification renewal responsibilities to Florida's school districts. Additional information may be located at: <http://www.fldoe.org/teaching/certification/>.

Professional Learning Eligible for In-service Credit

The following professional learning activities are eligible for In-service / Professional Learning Credit when completed per the SBBC approved Master In-service Plan, State statutes and regulatory rules inclusive of specifics outlined in this PL System:

1. Professional Learning Communities: a comprehensive, intensive and sustained 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 impact of effective practices aligned with district/school/department goals on student performance. 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 in-service points will be awarded for completion of all requirements per PLC per year. Authentic BCPS PLCs:
 - a. Develop a shared mission, vision, values and goals based on rigorous analysis of various data sources
 - b. Function as collaborative teams focused on inquiry-based learning and collective responsibility for improved teaching and student performance
 - c. Continuously infuse collective inquiry
 - d. Practice action orientation and experimentation
 - e. Remain committed to continuous improvement and collaboration
 - f. Focus on results and ownership of the results

2. Professional Learning 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 and inclusive of all components of quality PL referenced in this document
4. Electronic, Interactive: instructor or facilitator guides the learning; delivery of learning via technology or partial delivery of learning via technology (blended); implementation and monitoring 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 monitoring and confirmation of learning.
6. Expanding Leaders: In-service 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 in-service credit. The outcomes of such activities should focus on change in District policy or process lead by the participating individual(s). An application and approval 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 to the individual's administrator and Professional Development Standards and Support Department. A maximum of 30 in-service 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 within one year of completing the learning 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 within one year of completing the learning and reviewed and approved by a committee of teachers, administrators and/or district staff who will be charged with reviewing all submissions for approval of awarding of in-service hours.

Professional Learning Not Eligible for In-service Credit

The following activities are Not Eligible for In-service/Professional Learning Credit:

1. Training or professional learning that does not have prior approval from the PDSS department in the Office of Academics
2. Activities considered personal improvement rather than professional growth related to job responsibilities
3. Attendance at meetings
4. Processing registration/record-keeping for professional learning

5. Administering/scoring/screening tests for students or other teachers
6. Taking Subject Area Exams or any other assessment or exam
7. Chaperoning activities involving students or sponsored tours
8. Completing grants/Requests for Proposals (RFP's)/Accreditation Reports
9. Evaluating textbooks
10. Serving on/attending bargaining agency meetings, district councils, committees, or advisory boards (Ex. SACS, RTTT)
11. Travel time
12. On-line learning that excludes facilitation/instructor and/or evidence of implementation and impact directly linked to an individual's responsibilities, an expected change in practice or behavior and/or impact on student performance.
13. Activities designed for the sole purpose of learning how to use technology, equipment, software, applications, websites and other similar components/tools needed for 21st Century teaching and learning in isolation of the components of quality professional development as set forth in this document
14. Partial or incomplete participation (including attendance, implementation and/or the completion of an evaluation and or follow-up activity) in professional learning or courses that are offered in our system

Exceptional Student Education (ESE) Requirements for Renewal of a Professional Certificate

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) in-service points in teaching students with disabilities.
- An applicant must earn a minimum of six (6) semester hours of college credits or the equivalent In-service points for certificate renewal, and this requirement for credit in teaching students with disabilities may not increase the total renewal credit requirement.
- The requirement may not add to the total hours required by the department for continuing education or in-service training.
- For additional information on this amendment view the FDOE link below:
<http://info.fldoe.org/docushare/dsweb/Get/Document-6974/dps-2014-12.pdf>

Compensation Process

Stipends for Professional Development are determined by specific funding sources. Stipends and in-service points are not awarded for all Professional Learning activities and are independent of each other. It is the responsibility of each participant to complete all requirements in the allotted timeframe 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 or other follow up required by the provider. Partial credit or payments are not permitted.

Processing Payments for Professional Development

Once all close out processes are complete in the Professional Learning Management System (currently MyLearningPlan), course and participant information is transferred to the payroll system (SAP) for payment processing.

Registration Fees for Professional Development

To continue funding some professional development programs, a non-refundable registration fee may be assessed per course. For those offerings with registration fees, the set amount will be processed and collected through the registration system at the time of enrollment.

Cancellation Policy

The registration fee is fully refundable **only** if registration is cancelled *7 or more days prior to the start date* of the course. Refunds will not be available for cancellations made less than 7 days from the start date or after the start date of the course. Refunds will not be available for failure to complete the course requirements for any reason.

Once the course has started, refunds will not be processed for course incompleteness, materials not obtained, no show or not logging in to the course. If the facilitator drops a participant from a course, a refund will not be processed.

In the event the course is cancelled by the provider; refunds will immediately be issued.

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 in-service 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 in-service points (Protocol Standards 1.2.7, 2.2.7, 3.2.7).

User Profiles

All School Board of Broward County, Florida (SBBC) employees including BCPS employees, 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 In-service Plan.

Professional Learning (PL) Providers submit a detailed proposal form through Broward's MyLearningPlan for all activities they plan to deliver prior to the registration and the activity date. The proposal is routed through an approval process by which both content and design are reviewed and modified if necessary in collaboration with the submitting PL provider. PL providers are notified and supported throughout the approval process as needed to ensure all components of quality PD are integrated in all professional learning activities.

Approved professional learning must be provided by a facilitator with valid certification aligned to the content of the activity. 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. Major changes include, but is not limited to a change in name, audience, in-service points, learning and/or implementation time, and such.

All courses must be closed 1 year from the end date. In the event a course is not closed 365 days from the end date, PDSS may cancel the course and no in-service will be awarded. Additionally, all courses must close by 5/31. June end dates are forbidden.

In-service credit for learning activities that meet the quality professional development components set forth in this document that are completed outside of the Broward County School system may be transferred onto personnel in-service transcripts through the submission of an External Course Form when all of the following criteria are met:

1. Qualifies as a single topic of study offered by a reputable organization or institution that is not part of Broward Schools
2. Is based upon a designed focus of study that is aligned with the School Improvement Plan or Department/District Strategic Plan, district priority initiative and the individual's Growth Plan/Deliberate Practice
3. Must be implemented through job-embedded use of new knowledge, skills and or behaviors.
4. Provides a Certificate of Completion (evidence of completion) to the participant
5. Is not available within the Broward County School Professional Learning catalog
6. Meets the Standards of Professional Development as defined by the Florida Professional Development System Evaluation Protocol and referenced in the Professional Pathways Policy (SBBC 4214: Standards of Quality Professional Development) and the definitions outlined in the BCPS Professional Learning System
7. Is submitted to PDSS within one year of completion of the learning and/or issuing of Certificate of Completion

The following do not qualify for External Course credit:

1. Attending meetings

2. Attending or presenting informational sessions
3. Attending lectures
4. Attending activities designed for personal improvement or training purposes
5. Administering/scoring/screening tests for students or teachers
6. Chaperoning activities involving students
7. Completing grants/Requests for Proposals (RFP's)/Growth Plan/Deliberate Practice/Accreditation
8. Evaluating textbooks
9. Travel
10. Serving on/attending bargaining agency meetings or district councils, committees, or advisory boards
11. Writing curriculum guides/instructional materials/lesson plans outside of a PLC/School Improvement Plans
12. Attending activities that do not incorporate all of the quality professional development standards
13. Attending activities that do not incorporate all of the components of quality professional learning as set forth in this document
14. Attending Open Labs for technology support in isolation of professional learning activity
15. College Courses. *For information on obtaining credit for college courses contact the Certification Department.*

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.

BCPS Professional Learning Communities (PLCs)

Authentic Professional Learning Communities align with the District's Strategic Plan and BEST (Beyond Expected Student Targets) Practice #1 to provide an ongoing, collaborative process through which adult learners establish a structure (Data Teams, Lesson Study, Collaborative Inquiry or Action Research) for professional growth and development focused on results using the continuous improvement model.

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 an approval process.

Each school will identify an instructional staff member to serve as the In-service Facilitator who will be the primary contact for PDSS and provide support to school based teams as needed. Each PLC team will keep minutes for every meeting, using a consistent template documenting the curriculum,

assessment remediation and enrichment cycle (C.A.R.E.). Each team will document the work of the group in their MyLearningPlan team room or through an administration-approved school-based process. 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 a pre-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), In-service Facilitator, and PLC Team members verify the number of collaboration hours; validating active team engagement in progress toward meeting SMART goal targets; and identify professional learning activities used to support the team's impact on teacher practice and student learning.

The In-service Facilitator (IF) will provide oversight of all Professional Learning Communities for his/her school in Broward's MyLearningPlan. The IF will attend a yearly orientation sponsored by PDSS. The IF will collaborate with PLC Facilitators and team members and is responsible for maintaining activity rosters, canceling participants as needed, and completing and archiving PLCs no later than May 15th of each school year. Once the offering is complete and archived, no further changes or adjustments will be made. Professional Development Standards and Support provides management and support for all school-based PLCs. PDSS provides ongoing communication and updates throughout the school year. PDSS offers learning opportunities to In-service Facilitators, PLC Facilitators, and school based administrators to support mastery of the performance indicators identified in the Journey to Authentic Professional Learning Communities Innovation Configuration.

In addition to school-based PLCs, district based staff may propose and participate in a district-based PLC and may include instruction personnel from multiple schools and /or district administrative personnel. District-based PLCs must comply with the same guidelines as school-based PLCs to be eligible for in-service.

PLC participants earn in-service credit based on successful completion of the following requirements, as determined by the school-based administrator:

- Minimum of 80% attendance verified by sign in sheets (no partial credit awarded)
- Completion of all administrator assigned tasks
- Evidence of implementation of learning and monitoring of impact of learning on students
- Completion of the PLC feedback form in MLP

School-Based Professional Learning Teams (formerly PD Teams)

Per BTU Education Professionals Contract Agreement: Each school's School Advisory Council (SAC), working with teachers appointed by the school's Faculty Council, shall develop a plan on the use of planning days based upon the District Strategic Plan and their School Improvement Plan objectives. For 5-5 purposes of this project, the Faculty Council at each school shall appoint the following number of teachers to work with the SAC teams:

1. Elementary Schools, Exceptional & Alternative Education Centers = 3 teachers
2. Middle Schools = 4 teachers

3. High Schools and Career and Technical Centers = 6 teachers

Prior to development of the plan, faculty teams/departments/grade levels will be given an opportunity to make recommendations on the use of planning days. The SAC and Faculty Council shall consider faculty recommendations, present the faculty with preliminary plans, and provide them an opportunity to react to the plans prior to their inclusion in the School Improvement Plan.

Professional Learning Vendors

At times, school-based administrators, district administrators, school-based PL teams and/or other entities find it necessary to incur the professional learning services of professional learning providers from outside the Broward School System (outside vendors). For professional learning provided by outside vendors to qualify for in-service points, all learning must be pre-approved by PDSS prior to initiating or communicating in-service information to participants. All learning, implementation, follow-up and monitoring including support must meet all the qualifiers of quality professional learning and in-service as set forth in this document for approval.

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.

Non-Instructional Evaluation

Broward County Public School's policy 4009 establishes the use of evaluation systems for assessing the competencies of Non-Instructional personnel. The process of examining and evaluating the performance of an individual is done through the use of a performance appraisal. The purpose of evaluation in the Broward County School District is to assist the individual employee in becoming more successful in his or her job and to increase the individual's contribution to the effectiveness of departments and schools in the district.

For more information, please visit:

<http://www.broward.k12.fl.us/talentdevelopment/news/evaluation/SPPAS/SPPASMANUAL2012.pdf> and <http://www.broward.k12.fl.us/sbbcpolicies/docs/P4009.000.pdf>.

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.

Add-ons

Endorsements

Endorsements to certificates such as Reading Endorsement, ESOL Endorsement, Industry Certification, etc. fall under this category.

The following are Florida Department of Education 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.

Code	Program/Department	Initial	Latest	Expires
338	ESOL Multicultural & ESOL Program Service Education http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/ESOL_AddOn.pdf	1994	2017	2022
339	Gifted Exceptional Student Education http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Gifted_AddOn.pdf	1984	2017	2022
488	Reading Reading, Core Curriculum http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Reading_AddOn.pdf	2004	2014	2019
336	Physical Education Athletic Coaching http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/_Athletic_Coaching_Add-On_Endorsement.pdf	2010	2015	2020

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

Credentials, Micro-Credentials and Qualifications

Credentials, Micro-Credentials and Qualifications are defined by the district or state, have a specific target audience, focus on a group of related competencies, are evidence based, provide for multiple well-defined observable targets as evidence of mastery and may have an expiration date. Per Learning Forward and based on a study by The New Teacher Project (TNTP) titled *The Mirage: Confronting the Hard Truth about Our Quest for Teacher Development* in 2015 located at: <https://tntp.org/publications/view/the-mirage-confronting-the-truth-about-our-quest-for-teacher-development>, we know with greater clarity than ever before:

Unless teacher development is shaped by individual teacher and student needs and as part of a coherent system of monitoring and support, educator practices won't change. This study emphasizes the need to define professional development in clear, observable, measurable terms to deepen teacher understanding of their current performance and progress toward desired outcomes.

Per Florida Department of Education, the District or Licensing Agency may institute a program resulting in credentials for those who complete all pre-set requirements. These programs require a specific learning plan with objectives tied to observable competencies, with appropriate formative and summative assessments for all competencies prior to the credential, micro-credential or qualification being awarded. Examples are BRIDGES Observer Credential and Coaching Credentialing. Credentials, micro-credentials and qualifications may or may not have an expiration date. The New Teacher Project (TNTP) published *The Mirage: Confronting the Hard Truth about Our Quest for Teacher Development* in 2015. In it, TNTP essentially stating that public schools invest heavily in

teacher professional development that has little or limited direct impact on teacher practice. BCPS intends to maximize fidelity of implementation and impact of professional learning through the implementation and development of micro-credentialing. According to research, micro-credentials are a competency-based system of professional development and include the following:

- Focus on specific, observable competencies that are directly tied to classroom practices
- Can usually be adapted to multiple subject areas to support college and career ready skills
- Are grounded in educational research
- Are teacher- and student- centered
- Are job-embedded and support ongoing and sustained professional learning and growth
- Are performance-based and may be demonstrated through a variety of teacher and/or student artifacts
- Encourage teachers to apply newly learned skills in classrooms to positively impact achievement
- Are personalized and do not have a one-size fits all approach
- Scaffold learning to encourage teacher engagement at higher levels of rigor
- Allow for learning to be delivered and received through a variety of mediums
- Encourage authentic implementation to maximize impact on teacher practice and student learning
- Encourage collaboration among learners
- Utilize a variety of blended learning delivery models
- Incorporate clearly defined performance tasks for teacher (instructor) and student (learner)
- Are structured to provide ongoing and sustained learning, monitoring and support
- Require submission of evidence to demonstrate mastery of all learning objectives

BCPS is dedicated to meeting the needs of all employees and supporting educator and student success at all levels through the implementation of research based best practices proven to enhance practice and performance leading to improved student achievement. In alignment to current research and best practices, Professional Development Standards and Support will roll-out and develop a BCPS Professional Development Facilitators Micro-credential pilot during the 2017/2018 school year. Currently, there are 370 BCPS PD Facilitators that will participate in the pilot. Beginning with the 2017/2018 BCPS PL System implementation, professional learning may only be facilitated by an approved PL Facilitator. Exceptions must be granted prior approval from PDSS.

As with all professional learning opportunities that award in-service, all micro-credential pilots or programs must have prior approval from the PDSS department in the Office of Academics prior to becoming available to learners.

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 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 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 Instructional Coach 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. Outcome for Case Study Teachers
7. 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

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 Florida 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.

BCPS Leadership

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, 2018, as per communication from the Florida Department of Education, Division of Public Schools--Bureau of Educator Recruitment, Development and Retention dated July 7, 2017.</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 leadership 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.

Non-instructional Programs, Certifications & Qualifications

Professional Learning Programs, Certifications & Qualifications for Non-Instructional personnel are designed to provide district and school based personnel support and services to enhance 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

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.

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 2017-2018
- C. BCPS PL System Innovation Configuration
- D. Senate Bill 1108

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 In-service 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 2017 - 2018



OFFICE of ACADEMICS
Daniel F. Gohl, Chief Academic Officer

PROFESSIONAL DEVELOPMENT STANDARDS AND SUPPORT
Susan G. Leon, Director

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 for students 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 analysis of 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 to 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 of a cohesive system of professional learning, 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 cohesive professional learning culture within the district and 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 proficiently providing 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 professionally developing 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 schools and the District in functioning as learning organizations with a

professional learning organization focused on continuous improvement of workforce proficiencies that impact student achievement and development of professional learning cultures.

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 on performance and student achievement 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 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 cohesive professional learning processes.

The Policy:

Redevelopment of the PD system shall be initiated with continuous redevelopment 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 and improved student performance;
- Focusing professional learning on deep understanding of the performance expectations state standards
- Marrying the Florida State Standards to effective pedagogical practices proven to impact teacher practice and increase student proficiency levels

- Developing supportive and collaborative professional learning cultures in every school
- Developing and sustaining a cohesive system of professional learning opportunities for instructional personnel, school and District leaders; and
- Developing supportive professional learning cultures in every school; and
- Components of the Master In-service 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 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 and 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 fidelity of implementation of research based pedagogical practices and support 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

PD supported by district resources and implemented at school sites are aligned to and support mastery of 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 to 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 to 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 success for 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 and support 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 and student achievement;
- b. Purposefully connecting the pedagogy with the standards for teachers;
- c. Aligning PD systems to the Professional Development Protocols and the Learning Forward Professional Learning Standards of Practice;
- 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 processes 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 following priorities in capacity development will support continuous progress toward:

- a. Maximizing schools to adjust school-day schedules to provide time for impactful professional learning and collaboration among teachers, between teachers and their administrators, and among administrators,
- b. Enabling schools to adjust school-day schedules to provide time for professional learning and collaboration among teachers, between teachers and their administrators, and among administrators,
- 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 in sharing expertise and problem-solving 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.
The capacity of staff development leaders to continuously improve their work through and support for 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 and/or actionable, 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 and/or actionable, subject to quality control, prioritize 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 actions and supports designed 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 and 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 embedded with characteristics of high-quality professional learning; and
- Follow-up that facilitates effective implementation and evaluation 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 collaborative professional learning culture at all 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, delivery, 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. Prior approval will be required for all PD Providers from outside the organization.

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 Models

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 support standards-based instruction and fidelity of

implementation of initiatives, alignment to PD 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 student achievement of standard proficiency, 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 students, 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: Florida State Statutes (FSS) 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 of mastery 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 multi-tiered system of support, 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 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 and develop and maintain a cohesive and impactful system of professional development focused on improving instructional practices and student mastery of state standards. 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 impact of professional learning deliverables offered by the system
- 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 a district and 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, evaluating and adjusting PD and its deliverables;
- 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. t 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, implementation, evaluation and quality of the PD system in regard to:

- a. Engagement and alignment 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 that positively impact student learning and mastery of college and career ready outcomes.
- e. Validating the adequacy of PD awarding inservice

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 and instructional needs impacting student performance. They do so by:

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

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.

2. 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 essential for school leader engagement and support for in faculty development.
3. 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 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 and collaboration.
2. 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 using various data sources.

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, collaborative inquiry and continuous analysis of various data sources.
- b. Formal data collection and analysis 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 learning and 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 on student learning;
- c. District and school staff review the course appraisal summary report which includes data

- on implementation of the PLC and 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, school principals and teachers 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 actual practice with the shared vision 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, fidelity of implementation of initiatives and impact on student performance and achievement. 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 are well defined and clearly understood by those who will design and implement the evaluation;
- b. Whether the goals and objectives of the deliverable are 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 on whether the professional learning is worth 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.

The Role of the Master In-service Plan in the BCPS Redesigned PD System

This is a policy that clarifies the role of the Master In-service 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 In-service 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 In-service 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. Social emotional learning standards
- n. Equity and access in education

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: Dan Gohl, Chief, Office of Academics

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

Course Group Number: 390000777

Broward County Public Schools 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 In-service Plan** (BCPS Professional Learning System, Appendix D). 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 (PL System, Appendix B). 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

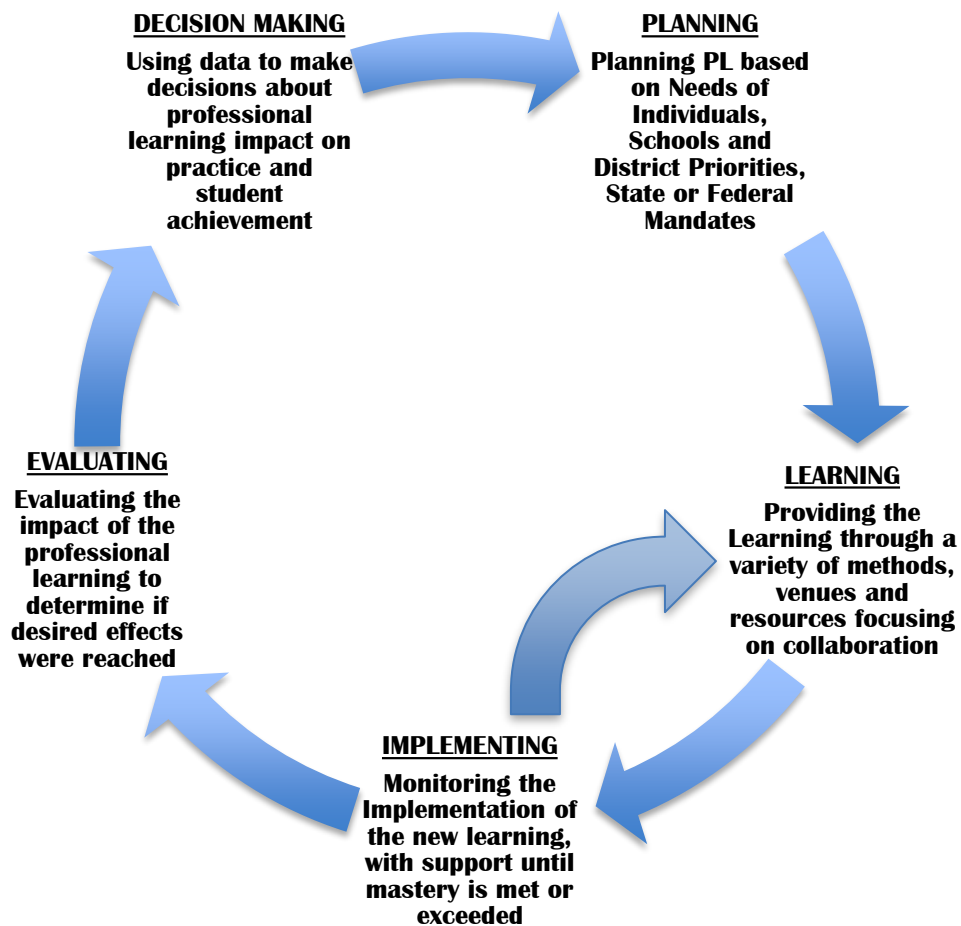


Figure 1

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 In-service 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 Office of Academics website.

II. Learning and Implementing 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.

Needs Assessment

1.0 Professional Learning System Evaluation

1.1 Results of the BCPS PL System Survey

In 2014 Broward County Public Schools implemented a redesigned professional learning (PL) system. PDSS created an innovation configuration (IC) to guide implementation of the PL system. The IC outlines four desired outcomes for each target group and the behaviors associated with implementing the PD system. In June 2014 and June 2015 PDSS administered an online survey based on the different levels of behaviors described in the IC (from 1 to 4) to determine the degree to which the PD system was successfully implemented. A descriptive analysis was performed to include the average response for each desired outcome at both administrations of the survey.

Educators were more likely to report being at the higher end of the continuum of implementation in both years, with only minor changes from year to year. This pattern was evident across all four of the desired outcomes. Representatives from school-based PD teams were more likely to report higher levels of implementation in 2015 than in 2014, for all four desired outcomes. Although the sample of District PD providers doubled from 2014 to 2015, the data suggests that as a group they were more likely to report higher levels of planning and implementation, but slightly lower levels of evaluation, in 2015 as compared to 2014.

1.2 Teacher Evaluation: VAM scores and Marzano elements

To inform evaluation of teacher performance and changes year to year, [teachers' contribution to student learning] monitor year-on-year changes in student outcomes, the department of Teacher Evaluation has analyzed value-added model (VAM) scores. Although there has been a slight decrease in VAM scores from 2013-14 to 2014-15, this decrease is not statistically significant. In addition, there has been no significant difference between VAM scores for Broward educators and VAM scores for Florida educators as a whole.

A year-on-year comparison of teacher observations for 11 high-probability Marzano elements (those elements that are most likely to have an impact on student outcomes). The overall number of data marks registered within the 11 High Probably Elements increased from 2013-14 to 2014-15 (from 113,156 to 116,897). There were at least 2,000 less data marks registered within

Providing Clear Learning Goals and Scales, while there was an increase of at least 2,000 data marks in Recording and Representing Knowledge and Examining Errors in Reasoning. With regards to their scoring, the 11 elements were rated almost identically in 2013-14 and 2014-15. Finally, the overall rating score for these 11 elements increased slightly from 3.083 in 2013-14 to 3.104 in 2014-15.

1.3 Feedback surveys to evaluate current offerings

To assess the experience, implementation and impact of professional learning activities on teacher growth, a feedback form was created and made available in MyLearningPlan to all PL activity participants by default. Completion and submission of feedback forms continues to be a requirement to receive course credit. Although the generic form is the primary means by which participant responses are collected, PD providers may also use MyLearningPlan to enable two additional forms that focus more specifically on participant report of classroom implementation and student impact. In 2014-15, responses were collected for all 59 PL programs in MLP, including 1,212 professional learning activities and 2,127 PLCs. This feedback will be analyzed and used as part of evaluation of each program during August evaluation meetings with professional development providers.

1.4 Course alignment with Marzano Elements and Learning Leadership Proficiency Areas

As part of the procedure for proposing new professional learning activities in MyLearningPlan, PD providers were instructed to indicate a Marzano Instructional Element or Leadership Proficiency Area, if and only if the proposed activity would specifically address that standard. Most of the activities that indicated a Marzano Element were associated with the Broward Instructional Development Growth & Evaluation System (BrIDGES), and most activities that indicated a Proficiency were associated with the Master Plan for Instructional Leadership. However, several additional Master Plans were represented, most notably Elementary Interdisciplinary Literacy. Based on current MyLearningPlan reports, 11% of completed activities had specified an instructional or leadership standard in 2014-15.

1.5 Professional learning for PD providers

As part of the professional learning and support offered to PD providers, in spring 2015 PDSS staff conducted evaluation review meetings to support 52 professional learning providers and directors in the review and monitoring of their evaluation plans. In April 2015, 52 District staff completed a customized Training Certificate Program presented by the Association of Talent Development. Staff represented the Office of Academics (47), ESOL (2), Innovative Learning and the Arts (2) and Instruction and Interventions (1). See Table 1.5 on the following page for a summary of participation.

Table 1.5. ATD Training Certificate Program, April 2015

<u>Office</u>	<u>Number</u>	<u>Percent</u>
Office of Academics	47	90%
ESOL	2	4%
Innovative Learning and the Arts	2	4%
Instruction and Interventions	1	2%
<hr/>		
Total Certified	52	100%

2.0 Progress Toward Professional Learning Goals

Evidence of progress toward each professional learning goal for 2014 – 2015 is provided below.

2.1 At least 95% of Professional Development Providers will meet with Professional Development Support staff to evaluate the current year’s evaluation and impact data while planning for the 2015-2016 school year.

PDSS staff met with professional development providers throughout the district to support the development and web publication of Master Plans and Innovation Configurations, or revisions as needed, resulting in the 57 PL programs that are currently active in MLP. Annual evaluation meetings with all PL providers are planned for August 2015. For more details regarding support throughout the year, see 3.3 below.

2.2 100% of all Professional Development supporting Marzano Instructional Elements will be aligned to observation/evaluation trend data.

As described above, PL activity proposers specified Marzano Instructional Elements for pertinent activities. The proposal form also requested needs assessment information. Of those Proficiency Area, if and only if the proposed activity would specifically address that standard. Of those PL activities that specified Marzano Instructional Elements, 100% specified a need, of whom 58% described a need based on quantitative student or survey data trends; 18% referred to a PLC SMART Goal; and 24% cited a policy mandate or similar rationale (see Table 2.2 on the following page).

Table 2.2. Data Alignment for PD Supporting Marzano Elements, 2014-2015

<u>Basis of Need</u>	<u>Number</u>	<u>Percent</u>
Student or Survey Data Trend	162	58%
PLC SMART Goal	49	18%
Mandate, Policy or Rationale	68	24%
Total Activities Supporting Marzano	279	100%

2.3 100% of Professional Development Providers will receive training and support to align Professional Learning to their District Master Plan or Innovation Configuration.

Each summer, PDSS staff provide professional development and support for all PL providers to help them align PL with their Master Plans and Innovation Configurations. PD was provided through one-on-one meetings and Open Labs. In spring 2015, to provide a mid-cycle review to support program evaluations and begin planning for the following year, PDSS staff conducted evaluation meetings with 52 PL providers, representing 38 instructional programs (78%), as listed in Table 2.3 below.

Table 2.3. PDSS Support of PD Providers, 2014-15

<u>Type</u>	<u>Master Plan/IC Developed</u>	<u>Attended Mid-Year Evaluation Mtg.</u>	<u>Need Evaluation Mtg.</u>	<u>Total</u>
Instructional	49 (100%)	38 (78%)	11 (22%)	49
Non-Instructional	10 (100%)	0 (0%)	10 (100%)	10
Total	59 (100%)	38 (64%)	21 (36%)	59

Due to the introduction of the professional learning management system MyLearningPlan this year, professional learning was provided to support the development of new activities and alignment with district Master Plans and Innovation Configurations. A total of 170 organizers and instructors completed the three-hour activity titled Managing Professional Development in MLP. Successful completion was a prerequisite for access to Instructor privileges in MLP, and therefore reached representatives of all 59 programs listed in the system, meeting the goal of 100%.

Desired Outcomes and Performance Indicators

The Department of Professional Development Standards and Support will use the following performance indicators to monitor the progress of professional learning facilitators and providers toward the desired outcomes described in the tables below.

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
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.	Creates PD Plan but uses it intermittently to guide professional growth.	Creates a PD plan but using a format that is inconsistent across the District.	Does not plan professional learning or there is no process in place to allow for planning professional learning.
Utilizes Master Plan or Innovation Configuration data to determine and create a quantitative data-based statement of student and teacher learning needs.	Frequently utilizes Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.	Inconsistently utilizes Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.	Does not utilize Master Plan or Innovation Configuration data to determine a data-based statement of student and teacher learning needs.
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.	Specifies intended professional learning outcomes that explicitly address the need for the activity, however the outcomes are not measurable or observable.	Specifies intended learning outcomes that are not designed to explicitly address the need for the activity.	Does not specify any intended professional learning outcomes that explicitly address the need for the activity and are not observable or measurable.
Strategically created a professional learning	Created a professional learning follow-up	Created a professional learning follow-up	Has no professional learning follow-up

<p>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. 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>	<p>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>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>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>
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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
Consistently engages in and applies research based adult learning principles in all PD provided.	Engages in and applies research based adult learning principles in all PD provided.	At times, engages in and applies research based adult learning principles in all PD provided.	Does not engage in or applies research based adult learning principles in all PD provided.
Consistently administers formative	Administers formative assessments to gauge,	At times, administers formative	Rarely or never, administers formative

<p>assessments to gauge, interpret, and monitor new learning. Uses information learned to clear misconceptions and make adjustments as needed.</p>	<p>interpret, and monitor new learning. Uses information learned to clear misconceptions and make adjustments as needed.</p>	<p>assessments to gauge, interpret, and monitor new learning. Uses information learned to clear misconceptions and make adjustments as needed.</p>	<p>assessments to gauge, interpret, and monitor new learning.</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>Attends to different learning styles in the context of understanding common needs participants bring to learning experiences.</p>	<p>At times, attends to different learning styles in the context of understanding common needs participants bring to learning experiences.</p>	<p>Does not understand different learning styles in the context of understanding common needs participants bring to learning experiences.</p>
<p>Consistently reflects on the content personally and shares key learning experiences with participants.</p>	<p>Reflects on the content personally and shares key learning experiences with participants.</p>	<p>At times, reflects on the content personally and shares key learning experiences with participants.</p>	<p>Rarely or never reflects on the content personally and does not share key learning experiences with participants.</p>
<p>Understands and consistently implements the 5 Core Principles of Effective Professional Learning.</p>	<p>Understands and implements the 5 Core Principles of Effective Professional Learning.</p>	<p>A times, implements the 5 Core Principles of Effective Professional Learning.</p>	<p>Rarely or never 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>Establishes and maintains productive presenter-audience relations that facilitates learning and engagement.</p>	<p>At times, establishes and maintains productive presenter-audience relations that facilitates learning and engagement.</p>	<p>Does not establish or maintain productive presenter-audience relations.</p>
<p>Models effective use of visuals, charts, and presentation design that facilitates learning and addresses all types of learners.</p>	<p>Models use of visuals, charts, and presentation design that facilitates learning and addresses all types of learners.</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 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
An evaluation plan/process has been established and consistently carried out at least twice a year to ensure sustained learning is taking place.	An evaluation plan/process has been carried out at least twice a year to ensure sustained learning is taking place.	An evaluation plan has been completed, but occasionally carried out, to ensure sustained learning is taking place.	No evaluation plan has been established.
Consistently measures the degree to which professional learning impacted the participants' practice using formative and summative data.	Measures the degree to which professional learning impacted the participants' practice using formative and summative data.	At times, measures the degree to which professional learning impacted the participants' practice using formative and summative data.	Does not measure the degree to which professional learning impacted the participants' practice.
Uses evaluation data to determine PD targets for the following year and makes changes as needed.	Uses evaluation data to determine PD targets for the following year.	At times, uses evaluation data to determine PD targets for the following year.	Does not use evaluation data to determine PD targets for the following year.

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

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
Administrator/ Supervisor consistently supports staff with time and opportunity to participants in needed PD. Administrator/ Supervisor supports	Administrator/ Supervisor supports staff with time and opportunity to participate in PD.	Administrator/ Supervisor provides limited time and opportunity for PD, primarily for required PD.	Administrator/ Supervisor makes no provisions for professional learning for staff.

<p>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 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 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 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>
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2.3 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 PD Plan Needs Assessment	1x/month 1x/year	PD Provider
Impact on Practice	BCPS PL Fall and Spring Survey Evaluation Meetings	2x/year 2x/year	PDSS Department
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		

BCPS Professional Learning System Evaluation Report, 2016 – 2017

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 In-service Plan. The Office of Academics Department of Professional Development Standards and Support (PDSS) monitors implementation of the System using the Broward County Public Schools Professional Learning System Innovation Configuration.

The District's Professional Learning Management System (PLMS) allows staff access to a catalog of professional learning activities designed to advance the learning objectives of all District staff and reviewed by PDSS for alignment with professional learning standards. These catalog includes 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 technical skills needed for their job duties. All professional learning in the District for in-service points toward instructional recertification or non-instructional Certified Achievement Program (CAP) points must be listed in the PLMS.

This Evaluation Report addresses metrics for the PLMS; provides a summary of two activities designed to develop the skills of PL Providers and Facilitators; summarizes a large-scale, cross-disciplinary professional learning activity for educators across academic disciplines (Seasons of Learning II); and summarizes MLP system training for PD providers.

System Overview

PDSS collaborates with Professional Learning Providers to develop, document, and update plans for professional learning in the form of Master Plans (MPs), Innovation Configurations (ICs), and Add-on Endorsements. Each plan is represented by one professional learning Objective in the Professional Learning Management System (PLMS). When staff propose new professional learning activities, they indicate the Objective that the activity is designed to support such that all activities can later be searched by Objective. All plans are documented at:

http://www.broward.k12.fl.us/talentdevelopment/html/ic_masterplan.html

During the 2016 – 2017 Academic Year, the PLMS hosted 50 active course groups and 490 unique course types. Over 1.2 million in-service points were awarded for 46,767 course completions by 22,065 different people, for an average of 26 points per course type, 56 points per person, and 2.1 course completions per person. For a list of all objective names, with numbers of courses, number of successful course completions, and total in-service hours awarded from July 2016 – June 2017, see Table 1 below. (Ongoing courses such as Seasons of Learning II and other summer courses with fall close-out dates are not included.)

Table 1. Course Groups, Number of Course Types, Completions and Points Awarded

Course Group	Course Types	Course Completions	Points Awarded	Course Group	Course Types	Course Completions	Points Awarded
Arts Education	3	37	476	Head Start/Early Intervention	16	332	3,482
Athletic Coaching	3	163	9,780	Highly Qualified Teacher	2	675	17,100
BCPS PD System	4	152	896	Innovative Programs	13	443	5,739
BASCC	3	329	6,244	Instructional Technology	13	2,377	26,438
BrIDGES Instructional	5	389	4,898	Journey to Authentic PLCs	6	16,147	642,644
BrIDGES Observers	5	194	1,332	JROTC	2	30	1,184
BRITE SAP Training	9	489	5,453	Leadership Development	17	552	12,251
BTU–Effective Teaching	7	126	2,154	Library Media	8	259	1,968
BTU–Steward Leadership	4	12	540	Literacy	1	353	4,104
CTACE	16	269	5,342	Local AP Credentialing	1	16	128
Children’s Literacy Initiative	1	112	2,688	Non-Instructional Leadership	5	122	919
Coaching and Induction	3	127	10,394	Office Support Personnel	17	895	9,631
Compliance	6	235	928	Physical Education	3	82	1,312
Computer Science	5	282	8,244	Psychological Services	3	152	671
Digital Learning Curriculum Int.	14	2,289	34,044	Reading State Endorsement	6	584	35,040
Digital Personalized Learning	5	270	5,104	School Counseling K-Adult	1	162	3,240
Elementary Learning	22	2,724	24,783	Secondary Language Arts	28	562	10,576
Equity & Academic Attainment	1	88	352	Secondary Social Studies	12	69	755
ESE	44	2,708	56,897	Social and Emotional Learning	1	82	2,724
ESE Leadership Credentialing	3	99	858	Software Application	4	8	192
ESE SB1108	37	3,641	59,376	STEM - Math	19	506	7,510
ESOL	20	2,297	102,690	STEM - Science	20	387	4,654
Facilities Service Persons	6	398	4,173	Student Support Initiatives	24	1,533	11,997
Food & Nutrition Services	8	868	11,672	Technology Systems & Ops.	28	1,160	4,302
Gifted State Endorsement	5	940	56,400	Title I Migrant/Special Prog.	1	41	984
PL System By the Numbers	50 Course Groups	490 Course Types	46,767 Course Completions	1,225,263 Total Points Awarded			

In 2016 – 2017, PDSS collaborated with each PL Provider to identify student outcomes measures for each Master Plan or IC that provides professional learning (excluding training-only plans, state add-on endorsements). By end of year, all 35 professional learning Master Plans/ICs had identified student outcome measures and incorporated them into their evaluation plans (see Table 2).

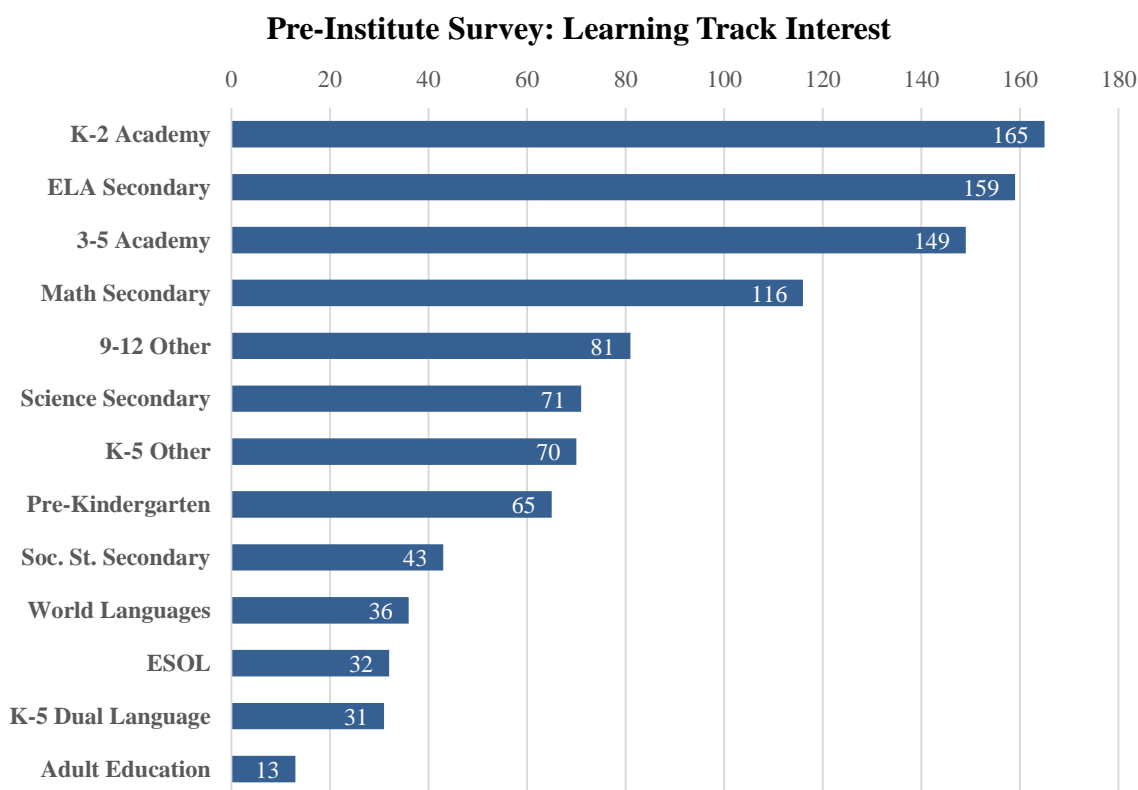
Table 2. Master Plans/ICs and Student Outcome Measures

Master Plan/IC	Student Outcome Measures Incorporated into Evaluation Plan
Arts Education	Rubric-based assessment of student products
BCPS PD System	Incorporation of student outcomes into each Professional Development Plan
BASCC	Safety checks, student and parent surveys
BrIDGES Instructional	Statewide Student Assessments (FSA, SSA, EOC)
BrIDGES Observers	School-level student outcomes aligned with District Strategic Plan
BTU–Effective Teaching	Participant summary report of student outcomes at end of course
BTU–Steward Leadership	Reflection summary on how trainings affect student growth.
CTACE	Certiport Reports of Student Certifications
Children’s Literacy Initiative	FSA and STAR Reading Assessment
Coaching and Induction	FSA (grades 3 – 10), student outcomes aligned with District Strategic Plan
Computer Science	Course enrollment, AP and AICE exam results, student surveys
Digital Learning Curriculum Int.	Statewide Assessments (FSA, EOCs), College & Career Readiness
Elementary Learning	District and State Assessments, Portfolios of Student Work
ESE	Participant feedback indicating impact on student achievement
ESE Leadership Credentialing	Florida Diagnostic & Learning Resources System (FDLRS)
ESOL Add-on Endorsement	ACCESS for ELLs 2.0
Head Start/Early Intervention	SG, Spring Literacy Assess., FLKRS, STAR Early Literacy (2018)
Innovative Programs	Enrollment and demographic data of out-of-boundary students
Instructional Technology for 21st C. Learning	School-level student outcomes aligned with District Strategic Plan
Journey to Authentic PLCs	End-of-Year PLC Verification, student outcomes aligned with District Plan
JROTC	Cadet Challenge Scores
Leadership Development	School-level student outcomes aligned with District Strategic Plan
Library Media	Product/performance, TRAILS Info. Lit. Assessment (grades 3 – 8)
Literacy	Benchmark Assessment System, FSA ELA (grades 3 – 5)
Local AP Credentialing	AP Examination scores
Physical Education	Teacher-designed formative and summative PE assessments
Psychological Services	Accelify documentation and reports
School Counseling K-Adult	Promotion, Naviance completion, graduation, IHE admission, senior survey
Secondary Language Arts	FSA English Language Arts (grades 3 – 10)
Secondary Social Studies	Student portfolios, Civics EOC, US History EOC
Social and Emotional Learning	Attendance, behavioral and incident data
STEM - Math (now Secondary Mathematics)	FSA Mathematics (grades 3 – 8), Algebra, Geometry and Algebra II EOC
STEM - Science (now Secondary Science)	BAFS, Statewide Science Assessment (grades 5 and 8), Biology EOC
Student Support Initiatives	District Prevention Assessment, Youth Risk Behavior Survey
Title I Migrant/Special Programs	Title I Grant Review, Annual Title I Parent Survey

Summer Institute: Seasons of Learning II (2017)

Building on the success of the first Seasons of Learning in 2016, and the continuing need to provide more professional development on curriculum and content in support of standards-based instruction, PDSS collaborated with the other departments in the Office of Academics to develop Seasons of Learning II, a week-long summer institute.

The design of the summer institute started with a survey to gauge teachers' interest in learning topics. Of 1,875 respondents, 1,236 (66%) indicated that they would like to attend a summer professional development institute. The rate of positive responses was within one percentage point of the previous survey's responses, indicating that interest in Seasons of Learning had not significantly changed. Respondents were further asked to indicate the one learning track they would be most interested in pursuing. Among the most frequent responses were integrated subject areas of Grades K – 2 (165) and Grades 3 – 5 (149), as well as secondary ELA (159) and Mathematics (116). Nine additional tracks received responses ranging from Grades 9 – 12 (81) to Adult Education (12). These numbers helped District staff determine the appropriate number of sections and facilitators needed for the institute, as well as the tracks to integrate across all other areas. See Fig 4, below.



PDSS coordinated planning activities with other Office of Academics departments to identify facilitators, coordinate logistics, schedule rooms, provide support staff, and facilitate the course proposal process in MLP. For its second year, Superintendent Robert Runcie delivered a welcome speech via video to all participants on the morning of June 12. The Institute continued with breakout sessions on June 12, 13, 14 and 15 at six host locations: Fox Trail Elementary, Nova Middle, Bair Middle, Flanagan High, Plantation High and South Broward High. Participants met for six hours each of the four days, for a total of 24 hours in learning during the week. District facilitators conducted

sessions on content and curriculum in support of learning standards, and integrated standards for ESOL, ESE, and technology integration into all subject areas. All participants are required to submit evidence of classroom implementation of adult learning by September 30.

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. Of 1,271 staff who initially enrolled in the institute, 1,047 participated in all four days, for an attendance rate of 82%. Enrollment in all Seasons of Learning courses increased by 49%, from 703 in 2016 to 1,047 in 2017. PDSS tracked attendance leading up to the event to monitor the number of participants and communicate with PD Providers regarding the need to decrease or increase the number of sections as necessary. See course titles, sections and enrollment for Seasons of Learning in 2016 and 2017 in Table 2, below.

Table 2. Seasons of Learning Courses, Sections and Enrollment, 2016 – 2017

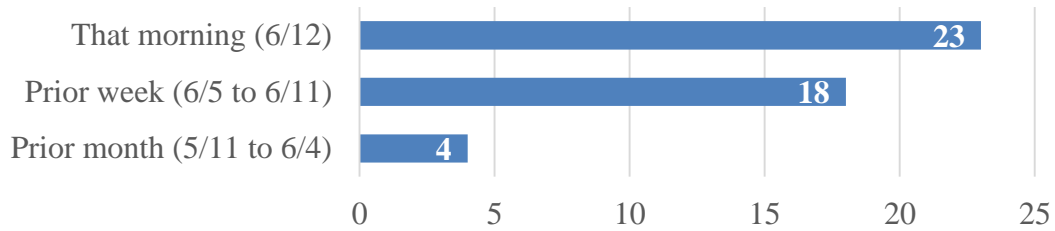
Course Title	2016 Sections	2016 Participants	2017 Sections	2017 Participants
Seasons of Learning – Pre-Kindergarten	1	28	1	63
Seasons of Learning – K-2 Academy	3	85	2	42
Seasons of Learning – 3-5 Academy	3	86	2	30
Seasons of Learning – Literacy 6-12	4*	88	1*	171
Seasons of Learning – Math 6-8	3	56	4	89
Seasons of Learning – Math 9-12	3	55	4	89
Seasons of Learning – Social Studies 6-12	1	35	7	138
Seasons of Learning – Science 6-12	5	85	5	103
Seasons of Learning – World Languages	4	107	5	112
Seasons of Learning – Dual Language K-5	4	78	4	72
Seasons of Learning – ESOL	–	–	3	59
Seasons of Learning – CTACE	–	–	4	79
Total	31	703	42	1,047

* Secondary Language Arts offered participants a conference-style selection of five to ten different sessions per day.

Despite District efforts to communicate with participants and periodically monitor attendance leading up to the first day of the workshop, 224 teachers (18%) who had enrolled for Seasons of Learning did not sign in on the first day and were recorded as “No Show.” To better understand the reasons for non-attendance, PDSS sent a questionnaire to all those teachers who did not attend on the first day. Fifty teachers responded to the survey, a response rate of 22%.

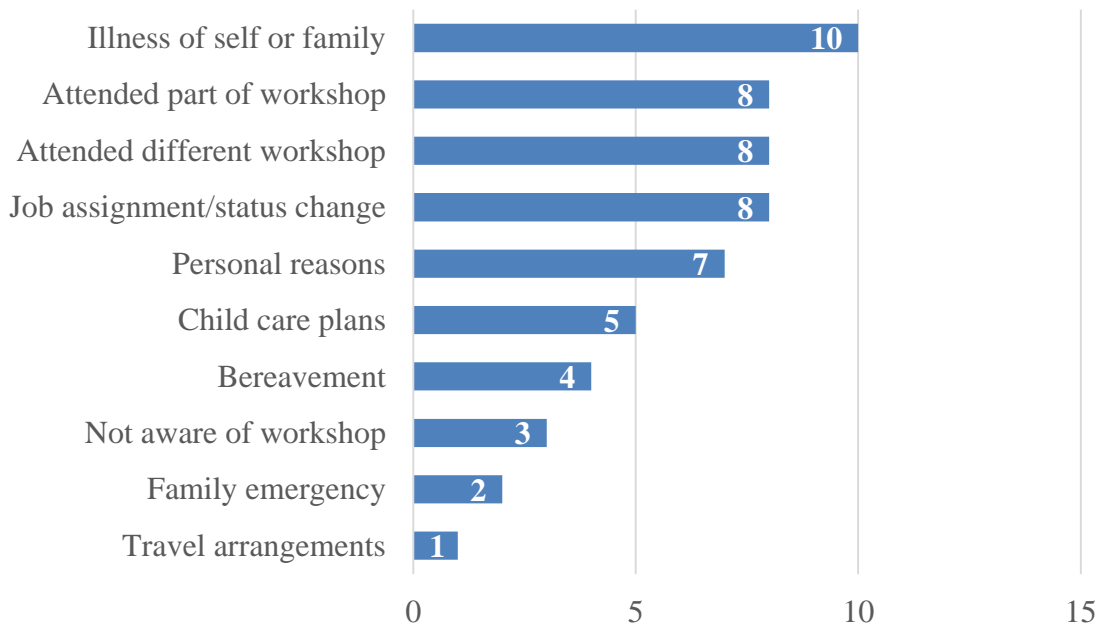
When asked when they chose not to attend the institute, most respondents (41) indicated that they decided either the week prior to the workshop (18) or the morning of the workshop (23). These results signal that PD providers need to monitor attendance and remain in communication with participants up to the day of the workshop. See Q1 results below.

Attendance Q1: I decided not to attend:



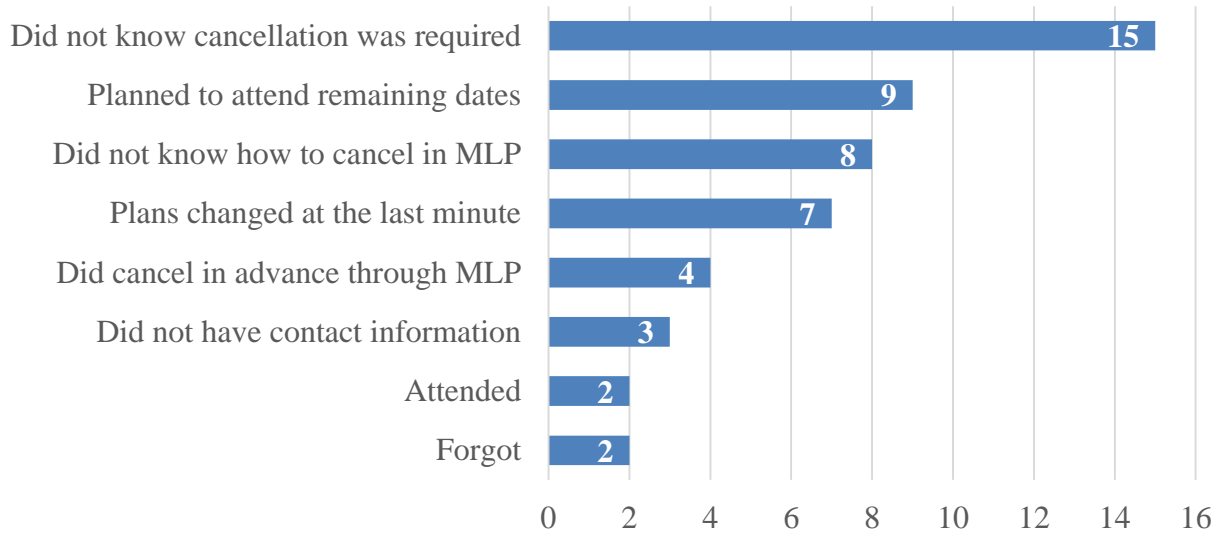
Regarding their reasons for non-attendance, over half of respondents (29) cited personal reasons such as illness, child care plans, or bereavement. The remainder of respondents (24) selected systemic reasons, such as the choice to attend only part of the workshop (8), attendance of another workshop at the same time (8), or a change in job assignment or status (8). Although more no-shows were due to circumstances beyond the District’s control, it is possible that a careful review of PLMS enrollment records across all course types leading up to the institute could have reduced the number of people enrolled in more than one course simultaneously. See answers to Q2 below.

Attendance Q2. I did not attend due to:



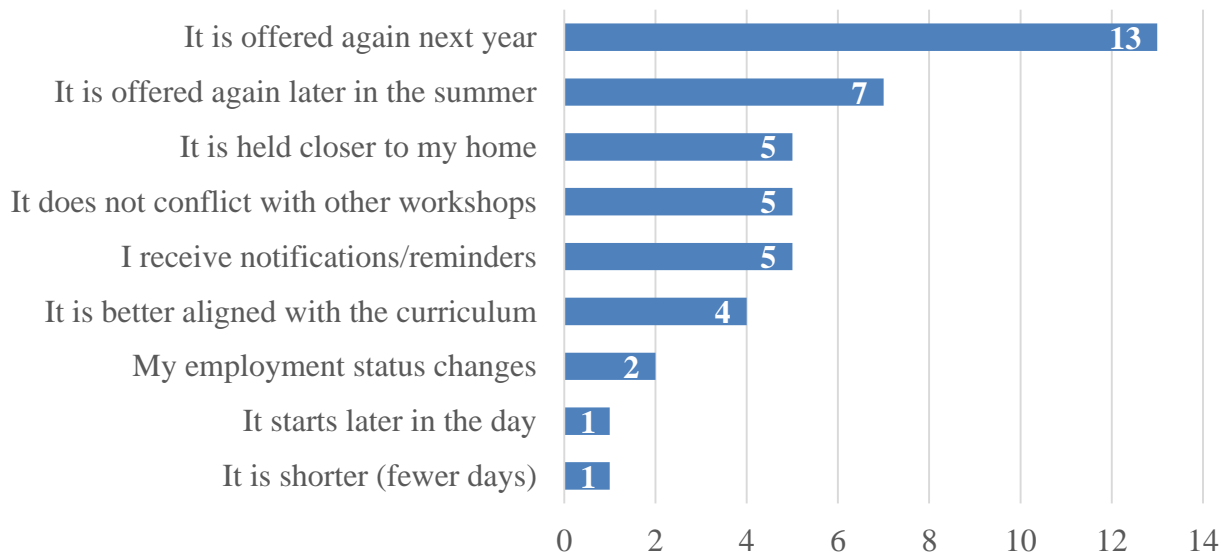
As part of the professional learning system, teachers are asked to use the PLMS to “Drop” the course in advance when they know they will not be attending. When asked why they did not cancel in advance, 15 said that they did not know cancellation was required, 9 said they planned to attend the remaining institute dates, 8 said that they did not know how to cancel online, 7 said their plans changed at the last minute, and 4 said they thought they had cancelled in advance. It is clear that many teachers would benefit from more communication materials and support regarding course cancellation procedures; see Q3 summary below.

Attendance Q3. I did not cancel in advance because:



When asked what factors would make them more likely to attend the workshop, 13 said they would have attended if not for personal reasons and 7 asked for summer institutes to be held later in the summer. Others cited reasons of convenience (closer to home: 5), scheduling conflicts (does not conflict with other workshops: 5), communication (notifications/reminders: 5), and content (better aligned with curriculum: 4). See Q4 results below.

Attendance Q4. I am more likely to attend the workshop if:



To evaluate the degree to which Seasons of Learning courses met their learning goals, specialized feedback forms for each track were created in the PLMS and applied to all Seasons of Learning courses. Upon close-out in September, feedback will be made available to providers for analysis.

Professional Learning Facilitator Workshops and Qualification

To identify instructional personnel with the potential to plan and facilitate quality professional learning activities, develop their ability to apply research-based adult learning principles in facilitation, and to align their facilitation practices with the professional learning standards of Learning Forward, PDSS solicited applications for BCPS Professional Learning Facilitators in 2016 and 2017.

PDSS established an online database to manage the application process. To be selected, applicants were required to meet the following selection criteria and provide evidence of each criterion through the database:

1. Hold a valid Florida Professional Educator certificate
2. Actively employed with BCPS at least three (3) consecutive years
3. Earned a 3.0 or higher overall final evaluation score for the past three (3) consecutive years (for administrators, overall score of effective or highly effective)
4. Participated in at least two (2) examples of leadership outside the classroom within the past three (3) years
5. Participated in professional development in identified area(s) of expertise within the past five (5) years
6. Obtained approval for the PL Facilitator Application from current Principal/Supervisor/Director

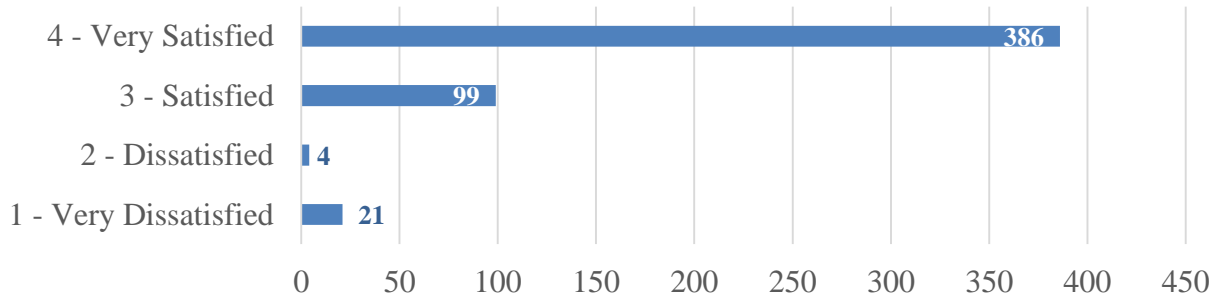
Through this process, PDSS approved 163 updates to applications submitted in 2016 and 82 new applications submitted in 2017 to total 245 personnel approved to pursue the BCPS Professional Learning Facilitator Qualification. Additionally, 203 personnel who were not seeking the qualification were approved to participate in the workshops for the purpose of professional growth. Professional learning consisted of two, 2-day activities offered in spring 2017: (1) Facilitating BCPS PD, presented by PDSS staff to five cohorts designed for school-based personnel and five cohorts designed for District-based personnel; and (2) NTC Designing and Presenting PD, presented by the New Teacher Center to four cohorts of school- and District-based personnel. A total of 434 personnel enrolled in at least one of the courses associated with the Professional Learning Facilitator Qualification, including 94% of the 245 approved facilitators. See Table 3 for a summary of enrollment by approval type.

Table 3. PL Facilitator Workshop Enrollment, 2016 – 2017

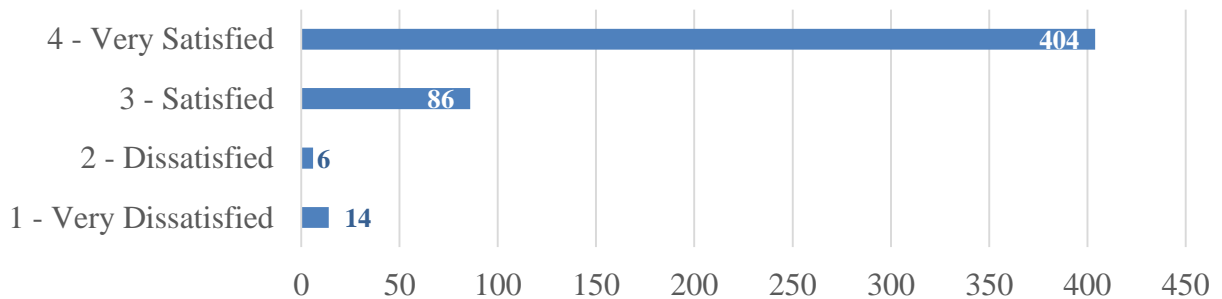
Approval Type	N	Enrolled in BCPS Workshop	Enrolled in NTC Workshop	Enrolled in Either Workshop
2016 Facilitators (Updated in 2017)	163	143 (88%)	113 (69%)	153 (94%)
2017 Facilitators (New in 2017)	82	68 (83%)	74 (90%)	78 (95%)
<i>Seeking Facilitator Qualification</i>	245	211 (86%)	187 (76%)	231 (94%)
Not Currently Seeking Qualification	203	117 (58%)	149 (73%)	203 (100%)
Total	448	328 (73%)	336 (75%)	434 (97%)

Participant feedback was mostly positive with regard to learning outcomes, facilitator knowledge, participant understanding, and confidence with implementing content. See charts below for a summary of feedback responses.

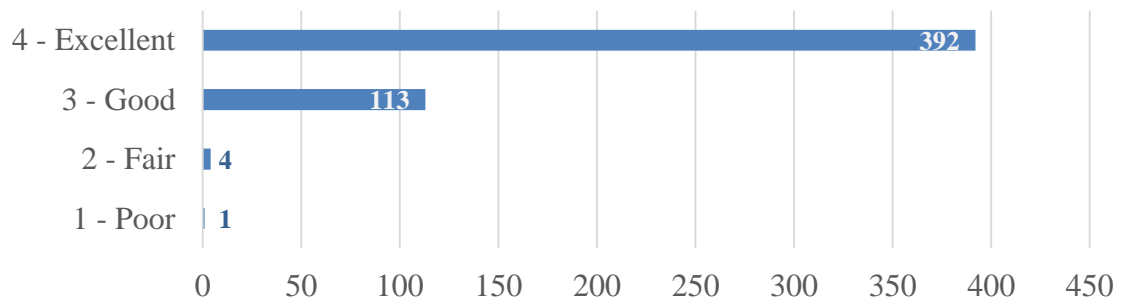
Q1: Were learning outcomes met?



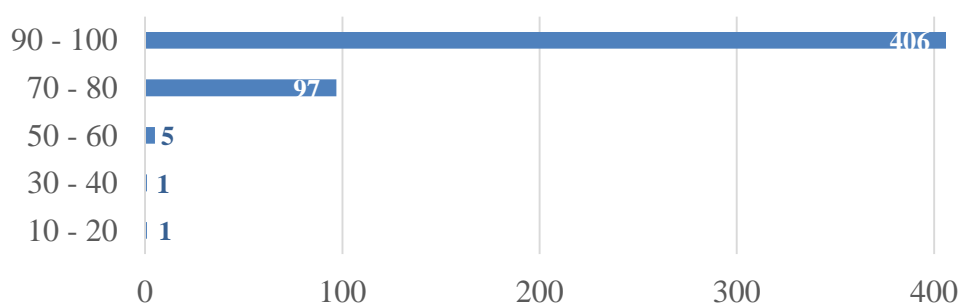
Q2: Was the facilitator knowledgeable of adult learning principles?



Q3: What is your level of understanding of what was taught?

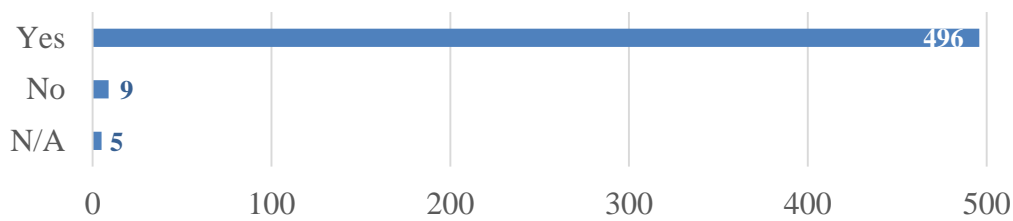


Q4: What is your degree of confidence with implementation?



Notably, 97% said they would recommend the workshop to others. See chart below.

Q5: Would you recommend this activity to others?



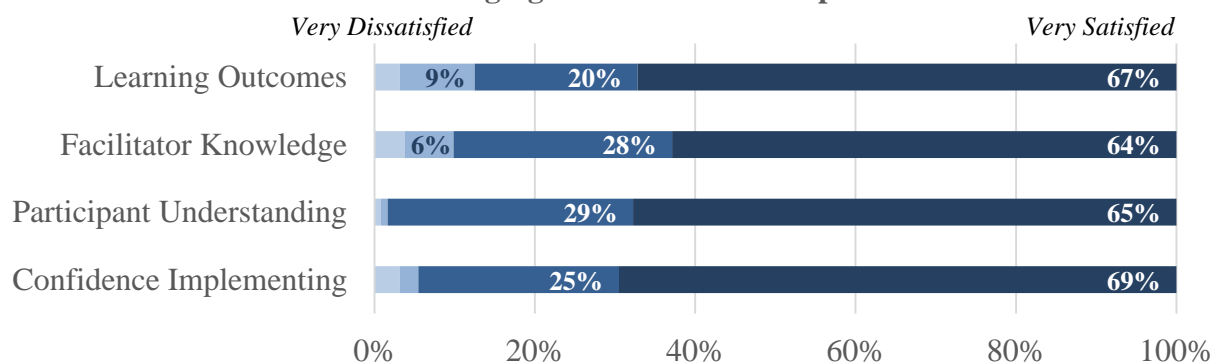
Systems Training

Managing Professional Development in MyLearningPlan

To prepare professional development providers and organizers to plan professional development using the Professional Learning Management System MyLearningPlan, PDSS provides systems training for District personnel. The course provides guidance in using the system to propose, manage and document quality professional development through the PLMS 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 six times from August 2016 to March 2017, with a total of 43 participants completing the session. Feedback forms indicate high satisfaction ratings, with most respondents indicating that they were Satisfied or Very Satisfied with learning outcomes (87%), facilitator knowledge (92%), their understanding of the content (94%), and their confidence implementing what was taught (94%). See chart below.

Feedback: Managing Professional Development in MLP



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 in-service 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 in-service 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.