

BROWARD COUNTY PUBLIC SCHOOLS

PROFESSIONAL LEARNING SYSTEM

2018- 2019



OFFICE of ACADEMICS
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Executive Summary

School Community Professional Development Act, F.S. § 1012.98, states that the Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations in this state shall work collaboratively to establish a coordinated system of professional development. Elements of the statewide system are distributed among these collaborative partners.

The scope, focus and required elements for Florida's professional development system are set forth in a series of connected statutes and State Board of Education rules. Through statutes and rules, Florida continues to address the importance of professional growth for Florida educators and the essential need for school districts to maintain professional learning systems. The importance of professional growth in the life of a Florida educator is evidenced through elements such as requiring college credits or the equivalent through inservice for recertification, and the Principles of Professional Conduct for the Education Profession in Florida (State Board of Education Rule 6A-10.081(1)(b) which states that: "...the educator will therefore strive for professional growth..."

The state's recognition of the importance of a systemic process for enabling professional learning is evident. Every school district in Florida is required by law to provide a high quality professional learning system for its employees. To support and focus this aspect of quality school improvement, the state has several linked systemic elements.

- Each district reports professional learning expenditures in state survey data.
- Each district approves a master inservice program annually aligned with needs assessments.
- Each district with preparation programs has the program(s) reviewed and approved by the Department.
- State Board of Education Rule 6A-5.071, F.A.C., Master Inservice Plan Requirements, includes state-adopted standards for high-quality professional development, the Florida Professional Development System Evaluation Protocol, that guide implementation of the districts' professional learning systems.

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 includes the Master Inservice Plan in compliance with State Board of Education Rule 6A-5.071, F.A.C., Master Inservice Plan Requirements. 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 build capacity within the workforce to directly impact student success ensure college and career readiness 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 learning, 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;
- Designed to support the District's Strategic Achievement Plan goals, priority initiatives and desired outcomes; and
- Cohesive to ensure ongoing learning, monitoring and support for all learners to maximize impact on teacher practice and student achievement

The primary role of this Professional Learning System is to safeguard the above shifts in expectations are in place to support a life 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 Learning System.
- Alignment of all professional learning activities/initiatives originating to research-based professional learning best practices.
- Cohesion of all professional learning activities/initiatives to sustained and long term changes in teacher practice and student achievement.
- Ongoing and sustained monitoring of implementation including support and follow up designed to maximize impact on teacher practice and increased 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. Continuous re-examination of the purpose and design of our Professional Learning System provides clarity and focus to all those who are responsible for implementation and monitoring 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 2018/2019 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 Microcredential 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, policy, 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 direct connection between this strategy or product and specific outcomes. Training teaches a specific skill, function, features, etc. 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 directly linked to student achievement. *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 learning activities according to standards modeled after the Learning Forward standards as well as Florida statutory and administrative rule 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 F. S. § 1012.98. 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 professional development standards were revised and updated in 2016 to reflect changes in law and are currently under revision to ensure alignment to current research and recent legislation impacting education. The BCPS Professional Learning System also aligns to Florida Statutes and State Board of Education Rules (Appendix A).

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 PL 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 professional learning.
- 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 learning, 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 of 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 Florida 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 and impact 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. There is a three hour in learning minimum per day. The Department of Professional Development Standards and Support 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. All approved courses will award designated credit pending successful completion of attendance requirements, mastery of learning objectives, implementation of learning, and evaluation of impact requirements. No partial in-service credit will be awarded for any professional learning activity. No in-service will be awarded for any professional learning activity void of an evaluation process for the activity and progress toward MP/IC desired outcomes.

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

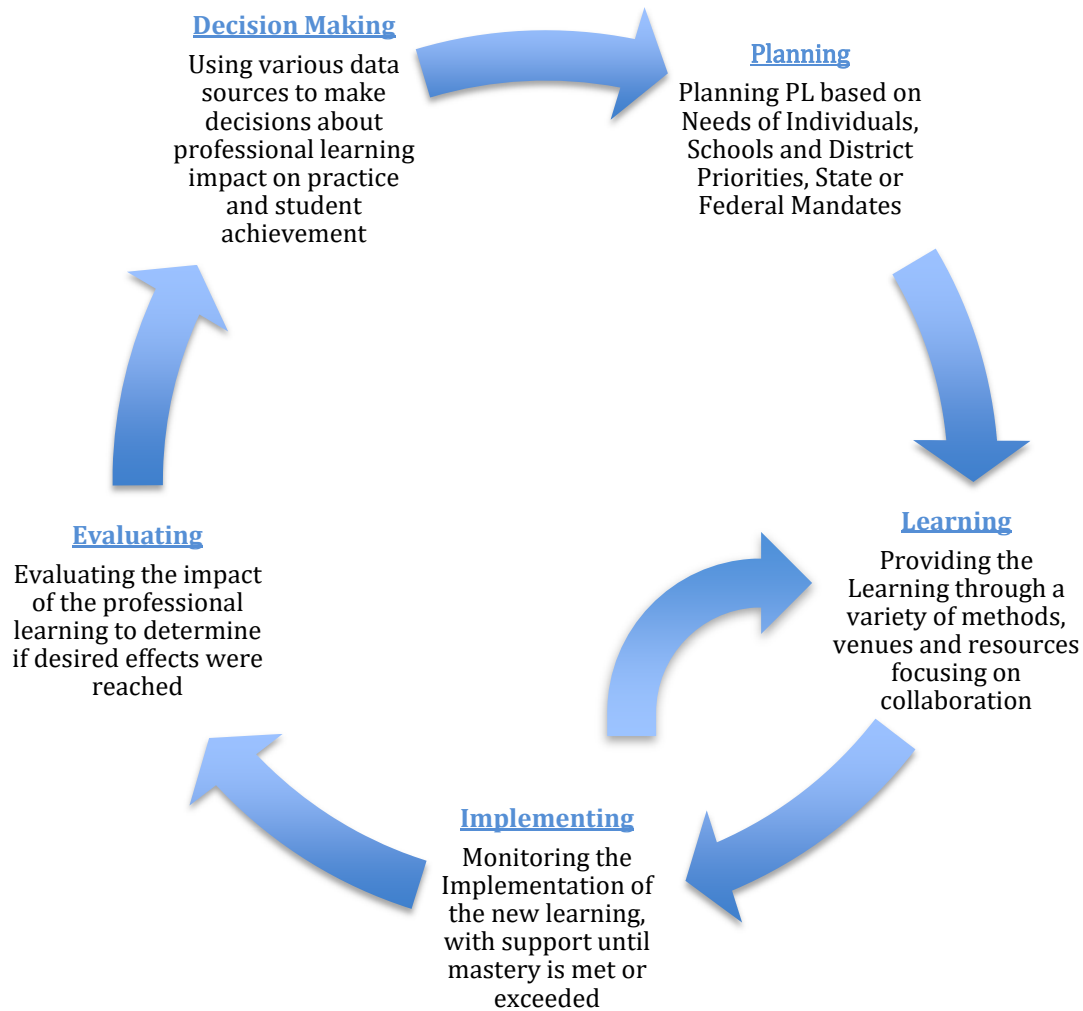
- Professional Development Standards and Support review and approval to ensure adherence to Statutory and Administrative Rule guidelines, Florida Professional Development Protocol Standards, Learning Forward Professional Development Standards, District Policy and quality professional learning outlined in this document
- Professional learning design must incorporate all components of quality professional learning as outlined by Statutory and Administrative Rule guidelines, Florida Professional Development Protocol Standards, Learning Forward Professional Development Standards, District Policy and quality professional learning outlined in this document
- 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 and/or follow-up learning prior to the close of the course

Full implementation of the PL System will be guided and supported by the BCPS PL Innovation Configuration over three years (2016-2019) using all the components of quality professional development outlined in Statutory and Administrative Rule guidelines, Florida Professional Development Protocol Standards, Learning Forward Professional Development Standards, District Policy and quality professional learning outlined in this document using a process of continuous improvement and data-driven decision making to maximize fidelity of implementation and impact on teacher practice and student achievement. 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 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 Professional Growth Plans (PGP) and guide the professional learning for the individual for the year. The educator identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, District priority initiatives, and/or the BCPS Strategic Achievement Plan.

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. The leader identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, District priority initiatives, and/or the BCPS Strategic Achievement Plan.

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 and guides their learning for the year and positively impacts student achievement.

Rule 1.1.4: The educator/employee identifies individual professional learning goals with primary emphasis on student learning needs by reviewing certification needs, classroom-level disaggregated student achievement and behavioral data related to content area skills, school initiatives, the School Improvement Plan, District priority initiatives and/or the BCPS Strategic Achievement Plan.

2. Planning Rules for Schools/Departments

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

Rule 2.1.2: At least annually, the school identifies professional learning needs through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance and other school data.

Rule 2.1.3: As part of the School Improvement Plan and in collaboration with the District's Professional Learning System, the school administrator and School Advisory Council generate a school-wide Professional Learning Plan that includes research and/or evidence-based professional learning aligned to identified classroom-level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.

Rule 2.1.4: School administrators create and implement Deliberate Practice Plans that are based on school and classroom disaggregated student achievement and behavior data and the needs of student groups and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan that determines the effectiveness of Deliberate Practice Plan.

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, specified participant groups 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.

Rule 3.1.3: For District PL 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. Master Plans 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 and adhere to Statutory and Administrative Rule guidelines, Florida Professional Development Protocol Standards, Learning Forward Professional Development Standards, District Policy and quality professional learning outlined in this document

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 County Public Schools strongly supports Professional Learning Communities as the primary method for providing professional learning to school-based staff and others. Professional Learning is content-focused, inclusive of a variety of learning strategies, sustained, monitored, 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, supported, monitored 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 the implementation of new learning. PL Providers use Statutory and Administrative Rule guidelines, Florida Professional Development Protocol Standards, Learning Forward Professional Development Standards, District Policy and

quality professional learning outlined in this document 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.

Rule 1.2.2: School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team's members' Professional Growth Plans (PGP).

Rule 1.2.3: Professional learning focuses primarily on developing content knowledge and content – specific research and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with school, district and state priority initiatives.

Rule 1.2.4: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high fidelity classroom implementation for student achievement.

Rule 1.2.5: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

Rule 1.2.6: Sufficient time within the workday is available and used for professional development.

Rule 1.2.7: School administrators regularly generate and review reports on faculty participation in professional learning.

Rule 1.2.8: The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice.

Rule 1.2.9: Skillful mentors, or others provide coaches, sufficient classroom and school focused support and assistance to the educator to ensure high fidelity implementation of professional learning.

Rule 1.2.10: The District provides educators with web-based resources and assistance to support implementation of professional learning.

Rule 1.2.11: Educators have easy access to up-to-date records for professional development.

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.

Rule 2.2.2: School-based professional learning occurs in collaborative teams of adults whose goals are aligned with the team members' Professional Growth Plans (PGPs).

Rule 2.2.3: Professional learning focuses primarily on developing content knowledge and content-specific research- and/or evidence based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

Rule 2.2.4: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

Rule 2.2.5: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high fidelity classroom implementation for student achievement.

Rule 2.2.6: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

Rule 2.2.7: Sufficient time within the work day is available and used for professional learning.

Rule 2.2.8: School administrators regularly generate and review reports on faculty participation in professional learning.

Rule 2.2.9: The school provides follow-up support to facilitate implementation of professional learning in the workplace.

Rule 2.2.10: The school provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

Rule 2.2.11: The school supports the implementation of professional learning through school and district web-based resources and facilitates educator awareness of and access to district web-based resources.

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.

Rule 3.2.3: Professional learning focuses primarily on developing content knowledge and content-specific research and/or evidence-based instructional strategies and interventions in the content areas specified in s. 1012.98 F.S. and aligned with district and state initiatives.

Rule 3.2.4: Professional learning uses strategies aligned with the intended goals and objectives; applies knowledge of human learning and change; and includes modeling of research- and/or evidence-based instruction, practice, and classroom-based feedback.

Rule 3.2.5: Professional learning is sufficiently sustained and rigorous to ensure learning for participants that leads to high-fidelity classroom implementation for student achievement.

Rule 3.2.6: Technology, including distance learning, supports and enhances professional learning as appropriate and the application and assessment of that learning as appropriate.

Rule 3.2.7: Sufficient time within the work day is available and used for professional learning.

Rule 3.2.8: The district maintains up-to-date, easily accessible records on all professional learning that provide data for certification and in-service points for all staff.

Rule 3.2.9: The district recognizes and supports professional learning as a key strategy for improving teaching and learning.

Rule 3.2.10: The district fosters and develops the maximum potential of all employees through professional learning.

Rule 3.2.11: The district provides a follow-up support system to facilitate implementation of professional learning in the workplace.

Rule 3.2.12: The district provides mentoring and/or coaching for all educators to ensure high-fidelity classroom implementation of professional learning, with the assistance continuing as needed until educators implement the learning with comfort and accuracy.

Rule 3.2.13: The district supports the implementation of professional learning through district and school web-based resources and facilitates educator awareness of and access to district web-based resources.

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 PL 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 evaluate participants' reactions and describe how the quality and fidelity of the professional learning activity will be monitored.

Level 2: Participants' Learning. Providers describe how participants' learning of new knowledge will be evaluated.

Level 3: Organizational Support. Providers verify 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 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.

Rule 1.3.2: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

Rule 1.3.3: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.

Rule 1.3.4: The educator uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Rule 1.3.5: The educator uses the results of the PGP evaluation as part of a continuous improvement process to develop the following year's PGP, and to revise professional learning goals based on student performance results and documented teaching 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.

Rule 2.3.3: At least annually the school conducts an evaluation of the degree of fidelity with which the school's Professional Development Plan is implemented.

Rule 2.3.4: The school/department conducts an evaluation of the Professional Development Plan to assess its impact on educator practices at the classroom and/or school level.

Rule 2.3.5: The school conducts an evaluation of the Professional Development Plan to assess its impact on student performance.

Rule 2.3.6: Schools use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as

district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Rule 2.3.7: School administrators and the School Advisory Council review school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

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) bi-annually to determine whether it moved targeted participants along the identified continuum towards intended outcomes.

Rule 3.3.3: The district conducts an ongoing formal evaluation of the degree of fidelity with which the district's Professional Development System is implemented.

Rule 3.3.4: The district evaluates district-level professional learning to assess the level of high-fidelity implementation in the work place.

Rule 3.3.5: The district assesses the impact of professional learning on student performance.

Rule 3.3.6: The district uses summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Rule 3.3.7: The district reviews district- and school-level evaluation data as part of the needs assessment process for the subsequent school year's professional development planning in order to eliminate ineffective programs and strategies and to expand effective ones.

Rule 3.3.8: The district documents that sufficient fiscal resources are used to support professional learning that aligns with school and district goals.

Rule 3.3.9: The district demonstrates an overall increase in student achievement as measured by the Florida Department of Education's district accountability system.

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:

<https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/TSD/PDSS/Pages/default.aspx>.

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.

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;
- Approves and supports the design and delivery of professional learning and alignment to intended outcomes;
- Provides coaching and support for all stakeholders;
- Provides professional learning and support to owners of Master Plans, Innovation Configurations, Credentials, Qualifications and Certification Programs;
- Provides professional learning and support to the Professional Learning Providers;
- Develops and supports Professional Learning Facilitators;
- Provides support to Professional Learning Teams;
- Evaluates the impact and fidelity of implementation of the PL System and supports the evaluation of impact and fidelity of implementation for all learning and plans within the system;
- Administers annual surveys to specified target audiences of the system;
- 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
- District-based Administrators

- Professional Learning Facilitators
- Professional Learning Providers
- Professional Learning Team Members
- In-service Facilitators
- Instructional Coaches
- District-based Coaches

Analysis of the evaluation results of the Professional Learning System also involves 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 desirable 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; and
- Collaborates to apply current research practices, Florida Department of Education updates, statutory updates and recommendations to the system

The PD Design Committee is incorporated into the Professional Learning Coordinating Council (PLCC). 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>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

	<ul style="list-style-type: none"> 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
School Administrator Department Administrator Supervisor	<ul style="list-style-type: none"> Understands and promotes all rules and guidelines of the PL System and standards for professional learning. Supports time and opportunity for staff to collaborate through authentic PLCs and other PL opportunities Provides 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
School PL Team Department PL Team School Leadership Team Department Leadership Team	<ul style="list-style-type: none"> Understands and promotes all rules and guidelines of the PL System and standards for professional learning. Analyzes PL needs of school/department staff Uses data to formulate targets for improvement for the entire school or department Plans 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
School In-service Facilitator Department In-service Facilitator	<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 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
School PLC Facilitator Department PLC Facilitator	<ul style="list-style-type: none"> Understands and promotes all rules and guidelines of the PL System and standards for professional learning. Ensures 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

	<ul style="list-style-type: none"> • 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 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 • Completes annual surveys or requests for feedback to support continuous improvement • Ensures that PD proposals are entered in the professional development management system one month prior to the start date of the course.
<p style="text-align: center;">BCPS Facilitators 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

	<ul style="list-style-type: none"> • Completes annual surveys or requests for feedback to support continuous improvement
Activity Organizer	<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
Coach	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning. • Assists individuals with determining PL or resource needs • Monitors individual's implementation of professional learning <i>until mastery</i> • Serves on PL Team • Completes annual surveys or requests for feedback to support continuous improvement
PL Designer Subject Matter Expert	<ul style="list-style-type: none"> • Understands and promotes all rules and guidelines of the PL System and standards for professional learning • 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. • Submits course/activity proposal at least three (3) weeks before start date. • 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 • 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 • Ensures that PD proposals are entered in the professional development management system one month prior to the start date of the course.
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

	<ul style="list-style-type: none"> 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 Department Directors	<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 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

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/>.

Determination of in-service eligibility is a charge and function of the Department of Professional Development Standards and Support. Schools and/or Departments must submit professional learning activity proposal(s) via workflow in our BCPS professional development management system for approval *prior* to activity registration, confirming in-service hours and/or eligibility to participants, confirming or communicating any in-service details to participants or delivery of activity.

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 eligible for in-service include:
 - 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
 - g. Include all components of quality professional learning outlined in this document including a focus on continuous improvement and collaboration, planning, learning, implementing, and evaluating fidelity of implementation of the learning and impact on student achievement.
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.
10. To be eligible to award in-service 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) via the Professional Development Standards and Support tiered workflow approval process prior to registration and delivery of the learning. Professional learning activities must include all components of quality professional learning as outlined by this document, State Statutes, Administrative Rules, District Policies, professional learning standards and Federal and State governing agencies.

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. Training or professional learning that does not include all component of quality professional learning as outlined by this document, State Statutes, Administrative Rules, District Policies, professional learning standards and Federal and State governing agencies.
3. Professional learning not aligned to an active Master Plan or Innovation Configuration desired outcome(s) and lacking a sustainability plan and/or ongoing learning opportunities designed to directly impact a change in teacher practice and student achievement outcomes, i.e. training lacking all or any component of quality professional learning (planning, learning, implementation, and/or evaluation), not directly tied to a Master Plan or Innovation Configuration, and/or not inclusive of a sustainability plan and an evaluation plan

4. Activities considered personal improvement rather than professional growth related to job responsibilities
5. Attendance at meetings
6. Processing registration/record-keeping for professional learning
7. Administering/scoring/screening tests for students or other teachers
8. Taking Subject Area Exams or any other assessment or exam
9. Chaperoning activities involving students or sponsored tours
10. Completing grants/Requests for Proposals (RFP's)/Accreditation Reports
11. Evaluating textbooks
12. Serving on/attending bargaining agency meetings, district councils, committees, or advisory boards (Ex. SACS, RTTT)
13. Travel time
14. On-line learning that excludes facilitation/instructor and evidence of implementation and impact directly linked to an individual's responsibilities, an expected change in practice or behavior and impact on student performance.
15. 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 learning as set forth in this document
16. Partial or incomplete participation (including attendance, learning, implementation and/or the completion of an evaluation and or follow-up activity) in any professional learning activity, professional learning communities and/or courses that are offered in the BCPS professional learning management system

Exceptional Student Learning Supports (ESLS) Requirements for Renewal of a Professional Certificate

The 2013 Florida Legislature approved an amendment to Senate Bill 1108, related to exceptional student learning supports (ESLS) (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>

Requirements for Professional Development relating to Reading Difficulties, Disabilities and Dyslexia

Pursuant to F.S. § 1012.98 (4)(b)11.F.S. The District will provide professional learning opportunities to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional techniques into the general education setting which are proven to improve reading performance for all students; and using predictive and other data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including **academic vocabulary**; and **text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.**

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 through 12/31/2018), course and participant information is transferred to the payroll system (SAP) for payment processing.

Registration Fees for Professional Development

To continue funding some professional learning 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 attending or 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 Professional Development Management System)

In the 2014-2015 school year, Broward County Public Schools 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. The system implemented in 2014-2015, Broward's MyLearningPlan will be used until a new system is implemented on January 7, 2018 and continues to provide 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).

PDSS manages and supports the District's Professional Development Management System (PDMS), currently MyLearningPlan until December 31, 2018. A new professional development management system will be released for all district employees including instructional, non-instructional, administrative, charter employees and external users on January 7, 2019. As part of this support, PDSS staff will provide training beginning in October 2018. The training is designed for all user types and support personnel for all user types. The training will provide guidance in the effective use of the management system as it relates to professional learning for all user types.

In the 2018 – 2019 School Year, PDSS will offer courses to support all users including, but not limited, to the following roles: PL Providers, activity organizers, Instructional Facilitators, school-based PD administrators, school-based support team members, and end-users. Schools will be equipped with a school-based support team of five (5) persons including, but not limited to, the following: principal, assistant principal, media specialist, technical liaison contacts (TLC), inservice facilitator (IF) and additional personnel selected by principals. District office will also be equipped with a support team as decided by the supervisor of the department. The implementation and support processes associated with the new professional development management system are subject to change dependent on final configuration, stakeholder feedback and school and district needs.

End - 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 professional development management system 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 professional development management system 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 professional development management system for all activities they plan to deliver prior to the registration and the activity date. PL Providers ensure that PD proposals are entered in Broward's professional development management at least one month prior to the start date of the course. 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 learning 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 learning 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, implementation); 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 professional development management. 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 professional development management system team room or through an administration-approved school-based process. The school's PD Administrator will approve minutes routed through the professional development management 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 professional development management 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 professional development management system. 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 (a.k.a. PD Teams)

Per Collective Bargaining between the Broward Teachers Union and the School Board of Broward County, Education Professionals Contract Agreement:

Article Five Conditions of Employment, (L) (4), Professional development activities shall be defined as those activities focused on improving student achievement and include, but are not limited to, collegial conversation, curriculum discussions, teacher training, collaborative planning, department meetings focusing of student achievement, analysis of data for student improvement, etc.

Article Five Conditions of Employment, (L) (5), A joint school committee comprised of an equal number of SAC Committee members appointed by the principal and the Faculty Council shall be established as the School Professional Development Team. Working collaboratively, they shall conduct an evaluation of the effectiveness of the current professional development activities.

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 F.S. § 1012.34, 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 F.S. § 1012.34, 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 Bilingual/ESOL http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/ESOL_AddOn.pdf	1994	2017	2022
339	Gifted Exceptional Student Learning Supports http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Gifted_AddOn.pdf	1984	2017	2022
488	Reading Literacy http://www.broward.k12.fl.us/talentdevelopment/news/mp_ic/Reading_AddOn.pdf	2004	2014	2019
336	Athletic Coaching Applied Learning: Physical Education 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`](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 life 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:

- a. Domain 1-Framework
- b. Inter-Rater Reliability Within Elements and Domain 2
- c. Inter-Rater Reliability Within Scoring and Domain 3
- d. Applying BrIDGES and Domain 4
- e. Inter-Rater Reliability and the iObservation Tool
- f. 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 Broward’s professional development management system. 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 BCPS 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 Florida Standards-based Formative Assessment System, Instructional Coaches have the opportunity to increase their impact on the teaching and learning at their sites and contribute to the learning and growth of other coaches within a dynamic district-based network dedicated to improving teaching and learning.

The cornerstone of this initiative is professional learning. Participating Instructional Coaches will attend six days of professional learning throughout the school year and partake in a monthly coaching community of practice (Coaching Forums). Instructional Coaches and District-based Coaches will engage in an inquiry into their own coaching practice by engaging in a professional goal setting process that is grounded in national mentor standards. These focused discussions increase opportunities for professional collaboration among and between teachers. 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 Florida Standards-based 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 interactions, 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 standards-based protocols around infield coaching and feedback.

The ultimate goal of the Instructional Coaches Initiative is to maximize the effectiveness of all teachers by providing enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals and initiatives. Positive increased opportunities to provide meaningful relationships between teacher through adult learning theories and stances and opportunities for 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 in-service activities coupled with follow-up support, from Master Coaches and through Continued Coach Credentialing opportunities, accomplish district-level and school-level improvement goals and standards. The in-service activities for instructional coaches focuses on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement. The system of follow-up support for the Instructional Coaches beyond their two-year professional learning is designed to further support and continue to develop the Instructional Coaches' craft of coaching.

The Instructional Coach Credentialing Process is framed around these coaching experiences that provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance, 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, Florida standards-based, Formative Assessment Tools that for interactions with Case Study Teachers
 - c. Engage in In-Field Observations with Cohort Leader and/or Peer Coach
9. On-going and Follow-up Support
 - a. Master Coach face-to-face support for all school and district-based Instructional Coaches during professional learning series. Online support of professional development by distance learning and other technology-based delivery systems is provided to reach more Instructional Coaches at lower costs.
 - b. Professional learning community opportunities (Continued Coach Credentialing Forums) provided after the two -year credentialing to further increase and develop the craft of Instructional Coaching
10. Continuous Evaluation of the Quality and Effectiveness of Professional Development

- a. Ongoing formal and informal collaborative discussions and analysis of the effectiveness of the professional learning series to adapt and adjust any and all components of the professional learning series, and to expand effective ones.
- b. Ongoing formal and informal collaborative discussions and analysis of the effectiveness of the professional learning series to measure the impact of such Instructional Coaches' learning on the performance of participating educators and their students' achievement.

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 professional development 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.	April 9, 2023 Program approved through April 9, 2023 as per communication from the Florida Department of Education dated April 9, 2019

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 and District leaders. 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 certification in educational leadership and have successfully completed at least three years of teaching. Eligible teacher leaders apply through a competitive, multiple phase process, which includes the submission of an experiential 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 goals within the scope of the leadership skills and the Florida Principal Leadership Standards. Participants complete reflective job-embedded tasks at their work sites and are mentored by an effective Assistant Principals through level-specific professional learning communities.

Representatives of the Department of Leadership Development along with the participants' mentor and principal monitor progress and provide guidance and support at quarterly professional learning team meetings and throughout the program.

First Year Assistant Principal (FYAP)

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 interaction management, resolving conflict, employee and labor relations, data analysis to inform instruction and facilities and safety practices.

Principal Preparation Program (PPP)

Upon eligibility as per SBBC policy, Assistant Principals who have successfully completed three years in the position and meet district and state requirements 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 Florida Department of Education certification in the area of Principal K - 12. Through professional assessments, action research projects and an increased level of involvement in District initiatives, participants move outside the world of an Assistant Principal to develop and demonstrate effective implementation of the Florida Principal Leadership Standards. 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 aspiring leaders or First Year Assistant Principals.

First Year Principal Program (FYP)

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 honing their skills in providing effective feedback and coaching to 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.

Wallace Intern Director Program

Through the Wallace Principal Supervisor Initiative (PSI) grant, SBBC has been able to provide yearlong district level field experiences for successful school-based principals. The program provides chosen principals opportunities to develop their skills and competencies around providing feedback, coaching and facilitating learning for cadres of seated principals, as well as experiences working in other district departments. Participants gain the perspective of leading initiatives at a higher level and are able to demonstrate their talents under the mentorship of seated district leaders.

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) initiated in 2012 added a new dimension to the partnership between FAU and SBBC. Subsequently supported by the Wallace University Principal Preparation initiative (UPPI) grant, in 2018 PROPEL workgroups consisting of district administrators from Broward County, West Palm Beach County and Port St. Lucie County along with FAU professors have updated and revised course curriculum for the Master's Degree leading to educational leadership certification through the Florida Department of Education.

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.

Professional Development Certification Program (PDCP): Alternative Certification for Educators (ACE)

Pursuant to HB 7069, Broward County Public Schools offers an updated State approved professional development certification and education competency program (PDCP) under F.S. §.1012.56(8)(a), F.S. to full time District and Charter school teachers hired with a temporary teaching certificate. Alternative Certification for Educators (ACE), is a competency-based, online program of study that satisfies all of the education semester hours required on a teacher's Statement of Status of Eligibility issued by the Florida Department of Education. The goal of the ACE program is to retain teachers who did not graduate from a college of education by offering a high-quality program aligned to the Florida Educator Accomplished Practices (FEAPs).

ACE supports new teachers accepted in the program through a personalized mentorship and induction component that begins in the first year of the program and continues through completion. Selected coaches and mentors hold a valid teaching certificate, have a minimum of three (3) years of teaching experience, earned an effective or highly effective rating on the prior year's performance evaluation and have completed Clinical Educator Training. Participation in ongoing training is available through the District's Professional Development System.

ACE participants have access to in-service activities through the BCPS' learning management system to meet individual needs based, in part, on their Growth Plan/Instructional Practice self-assessment results.

Each ACE participant has the opportunity for four levels of support:

ACE Induction Coaches: Throughout the ACE program, full release Induction Coaches provide mentorship to teachers in the program beginning in their first year and throughout the program. Site visits may be scheduled individually and/or in a cohort learning session addressing the competency-based tasks and assignments that reflect the teachers' student population and school culture. A needs assessment is administered when the new teacher enters the ACE program and this forms the basis for an individualized plan targeted to the teacher's needs and ongoing professional development. ACE Induction Coaches are required to participate in the District's Instructional Coach Development and Credentialing Initiative and receive "Coach Credentialing."

ACE Assessors: Each participant is assigned a National Board Certified Teacher or effective teacher who has been trained to review, assess and provide feedback on tasks and assignments that are aligned to the Florida Educator Accomplished Practices (FEAPs). Assessors and ACE Induction Coaches work collaboratively as ACE participants complete a program portfolio demonstrating proficiency of the FEAP(s) that address the competency-based task.

T.I.E.R. Mentors: Newly hired teachers (traditional and alternatively certified) are supported in their first and second years of their employment by a school-based T.I.E.R (Teacher Induction for Effectiveness and Retention) mentor that provides an opportunity for mentoring and induction activities, reflection and follow-up discussions. T.I.E.R mentors provide opportunities for (a) weekly mentoring and induction activities; (b) common planning time, (c) ongoing opportunities to observe other teachers, (d) co-teaching and (e) reflection and follow-up discussions.

TIF 5 Coaches (Induction Coaches): Induction Coaches are full released mentors at TIF 5 schools that collaborate with Beginning Teachers weekly to make informed classroom instructional decisions based on research proven strategies, analysis of student work, feedback from coaches and reflection of practice based on classroom observation data. Coaches at the TIF 5 schools work with Beginning Teachers identifying professional goals and creating individual learning plans. Coaches at TIF 5 schools help Beginning Teachers to analyze students' strengths and needs to develop lesson plans designed to meet the academic needs of diverse learners. These coaches assist Beginning Teachers on creating classroom procedures, routines and classroom designs that support safe and engaging interactions with students.

Successful completion of ACE results in the issuance of a five-year Professional Educator's Certificate. The following requirements must be met prior to the issuance of the Professional Educator's Certificate:

- Demonstrating mastery of FEAPs in the FDOE Tracking System
- Passing scores on all Florida Teacher Certifications Examinations (FTCEs)
- Completion of the New Teacher Academy (NTA)
- Completion of Application of Research-based Literacy Practices (Competency 2 of Reading Endorsement)

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

Schools of Excellence

Pursuant to 2017 legislative updates, HB 7069 establishes 1003.631 F.S., Schools of Excellence whereby instructional personnel employed at State designated Schools of Excellence may substitute one (1) school year of employment at a School of Excellence for twenty (20) in-service points, up to sixty (60) points total in a five-year cycle, toward the renewal of a Professional Certificate. Instructional personnel must work a minimum of ninety-nine (99) days to earn credit for one year of employment. Each certified individual employed at a designated School of Excellence will be awarded twenty (20) in-service points yearly, up to sixty (60) points, for every year that meets the qualifying parameters. Credit earned for teaching at a School of Excellence may be used only to satisfy general renewal credit. It cannot be used to satisfy credit for subject specialization or for teaching students with disabilities. During the year prior to expiration of the professional certificate, educators may select School of Excellence experience as a renewal method when they complete their renewal application. BCPS maintain local records of in-service points earned by their employees in SAP and the BCPS professional development management system and verifies these records at the time of renewal through the educator certification system.

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

APPENDIX A:

PROFESSIONAL DEVELOPMENT SYSTEMS STATUTES AND RULES THAT IMPACT DISTRICT PD SYSTEMS

The state legislature, as elected representatives of the people, give direction on educator professional learning systems thru state statutes. The State Board of Education, supported by the Department of Education, crafts rules to implement legislative intent.

Listed below are various state statutes and State Board of Education rules that inform the purpose, scope, and priorities for Florida's professional learning system;

Primary sources of purpose and direction:

F.S. §1012.98, School Community Professional Development Act
1012.986, F.S. William Cecil Golden Professional Development Program for School Leaders
State Board of Education rule 6A-5.071: Master Inservice Plan Requirements.

Additional sources of regulation and direction:

F.S. §1012.22(1)(i) ; Comprehensive program of staff development.—The district school board shall establish a comprehensive program of staff development that incorporates school improvement plans pursuant to s. 1001.42 and is aligned with principal leadership training pursuant to s. 1012.985 as a part of the plan

F.S. §1011.62 (3), INSERVICE EDUCATIONAL PERSONNEL TRAINING EXPENDITURE.—Of the amount computed in subsections (1) and (2), a percentage of the base student allocation per full-time equivalent student or other funds shall be expended for educational training programs as determined by the district school board as provided in s. 1012.98.

Chapters 6A-4 and 6A-5, F.A.C., of the State Board of Education.

- (a) Implementation of school improvement plans for the current fiscal year pursuant to Section 1012.98, F.S.,
- (b) Subject content areas as prescribed in Section 1012.98, F.S.,
- (c) School reform and accountability pursuant to Sections 1000.03 and 1008.345, F.S.,
- (d) Approved add-on certification programs pursuant to Section 1012.575, F.S.,
- (e) The William Cecil Golden Professional Development Program for School Leaders, pursuant to Section 1012.986, F.S.

F.S. §1001.451, Regional consortium service organizations (includes staff development)
Rule 6A-1.0014, F.A.C., in accordance with Section 1008.385(2), F.S., DOE Information Data Base Requirements

F.S. §1012.585, and Rule 6A-4.0051, F.A.C., Renewal of a Professional Certificate on the basis of completion of inservice points

- A. Statutes (F.S. §1012.98, F.S. §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
- E. House Bill 7069

- [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 IN-SERVICE PLAN 2018 - 2019



**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 “life ready” vision of the state’s public school education system. The School Community Professional Development Act, F.S. §1012.98, sets forth requirements for educational training programs with further requirements outlined in State Board of Education Rule 6A-5.071, F.A.C. The MIP shall be updated and approved by the district school boards on an annual basis by September 1 and written verification will be submitted annually to the Commissioner of Education by October 1st.

The Policy:

The PL 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 life ready students:

- The PL System is the sum of the behaviors of individuals and collegial groups that deepen knowledge and skills supporting life 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 PL 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 PL 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 PL System is to be aligned with the district’s vision for life 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 “life 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 PL 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 PL 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 PL 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 life 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 PL 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 PL 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 PL 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 PL 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 PL 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 PL System to the new PL 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 PL 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 PL 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 “life 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-In-service Plan Priorities

Master In-Service 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 PL 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 PL 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 PL 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 life 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 PL 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 PL 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 PL 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 PL 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 PL 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 PL 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 PL System requires active engagement at many levels and forms of leadership. Key personnel in the ongoing implementation of policies and associated practices of the PL System are:

- a. District Leaders responsible for operations supporting life 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 PL 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 PL 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 life 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 PL 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 PL System

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

The Policy:

The district shall develop the capacity of the workforce to support PL 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 PL 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 PL 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 PL 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 PL System in regard to:

- a. Engagement and alignment with the statewide system of PD
- b. Annual reports on targeted aspects of the PL System
- c. Adequacy of resource support for the PL 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 life ready outcomes.
- e. Validating the adequacy of PD awarding in-service

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 PL System to utilize the state's protocol standards for effective PD.

2. Evaluation of impact of PD on Performance Improvements

The PL 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 PL 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 PL System requires active engagement at many levels and forms of leadership. Key personnel in the ongoing implementation of policies and associated practices of the PL System are:

- a. District leaders responsible for operations supporting life 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. Life 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 PL 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 PL 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 PL 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 PL 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 F.S. § 1012.98, 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.

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 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.

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

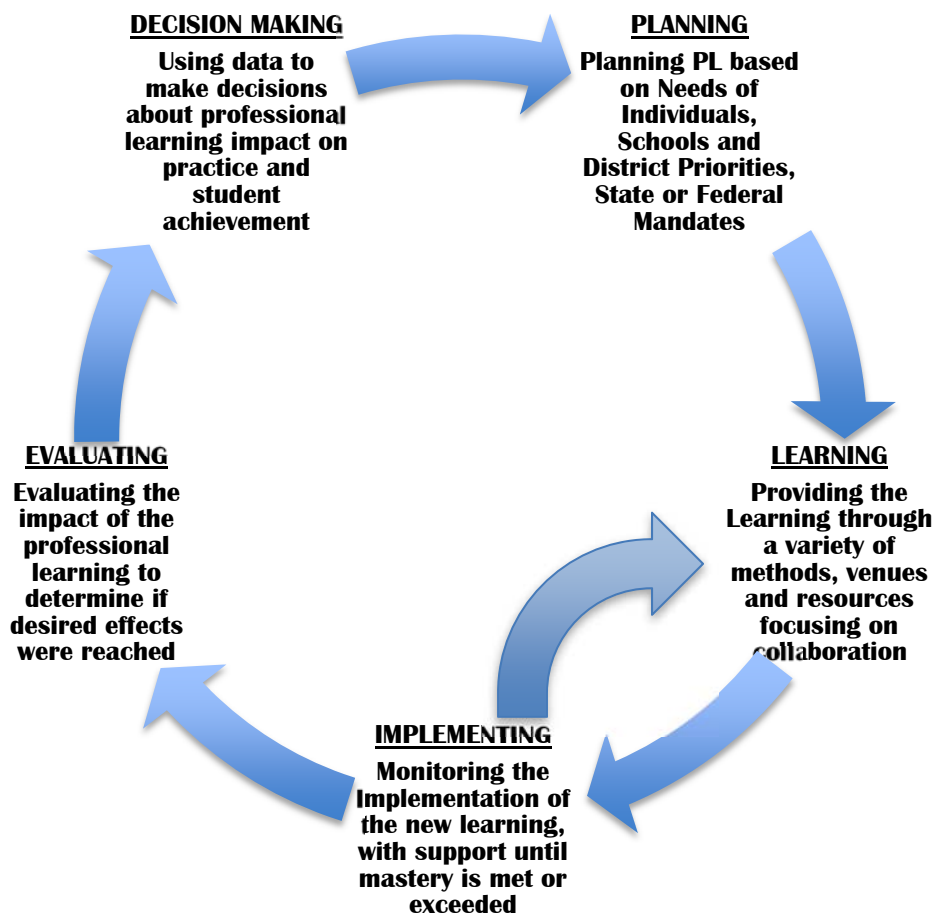


Figure 1

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 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 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.

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?

Participants' professional learning is applied in the context of professional practice and is designed to be participatory and collaborative in nature. Broward County Public Schools strongly supports Professional Learning Communities as the primary method for providing professional learning to school-based staff and others. Professional Learning is content-focused, inclusive of a variety of learning strategies, sustained, monitored, 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, supported, monitored 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 the implementation of new learning. PL Providers use Statutory and Administrative Rule guidelines, Florida Professional Development Protocol Standards, Learning Forward Professional Development Standards, District Policy and quality professional learning outlined in the 2018/19 BCPS PL System document.

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 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 PL 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.

2018 BCPS Professional Learning System Needs Assessment Report 2018

This needs assessment will report progress toward our BCPS Strategic Achievement Plan as supported by our BCPS Professional Learning System Innovation Configuration with the goals listed below.

Objective 1: Standards-based Professional Learning. To offer valuable, impactful, and relevant adult learning experiences that are aligned with PL Standards and result in improved student achievement.

Objective 2: Building Capacity. To develop the skills of the District's PD providers and facilitators to engage in a continuous cycle of improvement to plan, implement, and evaluate professional learning.

Objective 3: Cohesive Support. To collaborate with all District departments to provide a cohesive circle of support for school administrators and teachers to improve student achievement.

Objective 4: PD Management System. To provide efficient and effective systems that support all employees in the pursuit of professional growth, creating a culture of continuous, lifelong learning.

Objective 5: Learning Communities. To support Professional Learning Communities with the resources, tools, and skills they need to authentically and effectively improve student achievement.

Objective 6: Evaluation and Monitoring. To ensure effective evaluation that allows PD providers to measure and monitor the PD implementation, changes in teacher practice, and student outcomes.

PL Survey Methods

Each year, to assess the professional development needs of the District, PDSS invites all staff to provide feedback through an anonymous Professional Learning Survey (PL Survey). All employees received the 2018 PL Survey via a BCPS Alert. The 2018 PL Survey was available from May 31, 2018 through June 26, 2018. The PL Survey received responses from 3,273 out of approximately 27,000 full-time staff, for an overall margin of error of one percent. This is a 38 percent increase in respondents over 2017, in which there were 2,379 responses and an overall margin of error of two percent. Participants indicated their PL role and answered questions pertinent to that role. In 2018, 90 percent of respondents were PL participants, of whom about three-quarters were instructional staff and one-quarter were non-instructional staff. The remainder were PL facilitators, School-based Administrators, or District PL providers. Respondents' roles are summarized in Table 1, below.

Table 1

Numbers and roles of PL Survey respondents, 2017 and 2018

Professional Learning Role	2018	2017
Participant – Instructional	2,178	1,689
Participant – Non-Instructional	754	456
Facilitator	146	95
School-based Administrator	132	80
District PL Provider	63	59
All Roles	3,273	2,379

Instructional PL Participants further indicated the grade level range or school type that they teach. Representation by grade level range and school type in the sample of respondents was similar in proportion to the total number of instructional staff who are employed at each. Most of the respondents who indicated “Other” indicated a grade range, such as K–5, that was not listed. See Table 2, below.

Table 2

Grade level range/school type reported by instructional staff and school-based administrators

Grade Level/School Type	School-based Administrator	Instructional Participant
Pre-K/Head Start	—	4%
Grades K–2	24%	18%
Grades 3–5	24%	19%
Grades 6–8	15%	19%
Grades 9–12	25%	25%
Technical College	4%	3%
Center	4%	2%
Community School	2%	<1%
Other	1%	9%

From 2017 to 2018, the number of survey responses from non-instructional personnel increased by 65 percent. Non-instructional PL participants were asked to indicate the job category that best

describes their position. In 2018, the largest groups of non-instructional respondents were Office Support Personnel (35 percent), Education Support Personnel (28 percent), Technical Support Professionals (8 percent). In both years, there were fewer responses from personnel groups that typically have less frequent access to technology at the job site. See Table 3 below.

Table 3

Area that best describes position of Non-Instructional PL Participants

Area	2018	2017
Office Support Personnel	35%	42%
Education Support Professional	28%	28%
Technical Support Professionals	8%	7%
Technology Systems and Operations	6%	2%
Facilities Servicepersons	3%	5%
Physical Plant Operations	<1%	1%
Food and Nutrition Servicepersons	<1%	0%
Special Investigative Unit	<1%	<1%
Transportation	<1%	1%
Other	16%	12%

The needs assessment on the following pages is informed by multiple data sources, including the results of the PL Survey, data reports generated by the PD management system, and feedback from participants in specific activities designed to develop the capacity of District PL providers and facilitators.

Objective 1: Standards-based Professional Learning

To offer valuable, impactful, and relevant adult learning experiences that are aligned with Professional Learning Standards and result in improved student achievement.

The Department of Professional Development Standards and Support (PDSS) has worked closely with District Professional Learning Providers and Facilitators to develop their understanding of and support their application the National Professional Development Standards, published by Learning Forward and adopted by the State of Florida, in the planning, implementation and evaluation of professional learning. The survey asked District PD Providers to indicate how often their department applies the seven standards-based practices to professional learning. The standard most commonly rated as *Occasionally* or *Consistently* was “Resources: We ensure that resources are incorporated into learning sessions to make successful implementation possible” (96 percent). The standards most often ranked *Rarely* or *Never* were “Leadership: We coordinate our efforts with school-based leaders to create support systems for professional learning” (23 percent) and Outcomes: We focus activity objectives on the teacher performance indicators and student outcomes within the Master Plan/Innovation Configuration” (23 percent). See Figure 1, below.

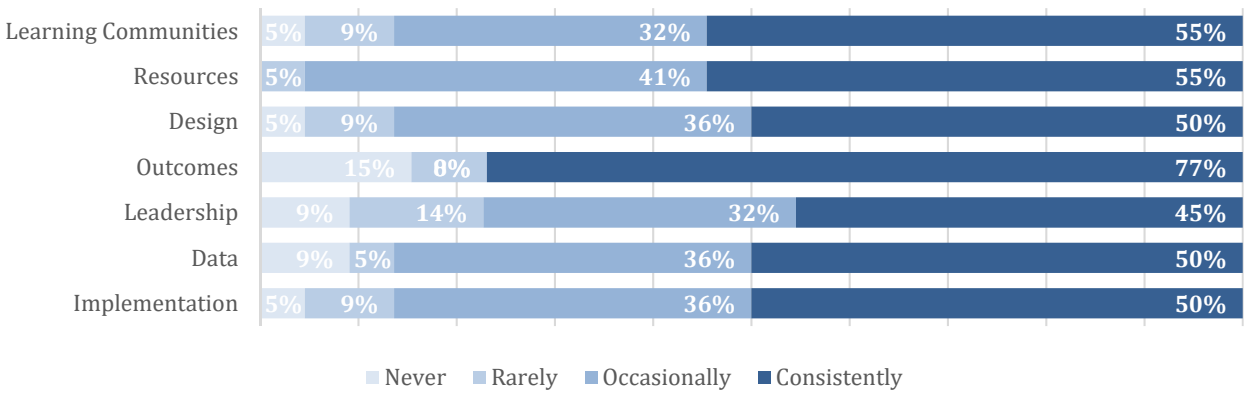


Figure 1. Standards-based PL practices reported by PL Providers.

Similarly, PL Facilitators used a four-point Likert scale to rate their application of standards-based PL practices when presenting professional learning activities. Over 99 percent reported that they *Occasionally* or *Frequently* provided “Resources: I ensure that resources are incorporated into learning sessions to make successful implementation possible” (99 percent). See Figure 2, below.

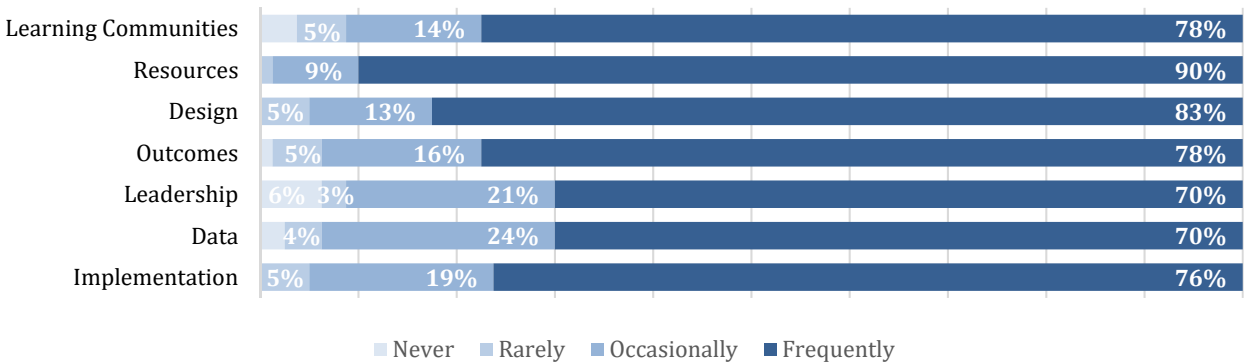


Figure 2. Standards-based PL practices reported by PL Facilitators.

As part of the Professional Learning System, PDSS measured how often learners engagement in practices known to positively impact implementation learning. A four-point Likert scale, from *Frequently* to *Never*, was used. Of the practices measured, the item most commonly rated as *Frequently* was “Collaborate with other teachers to align professional learning with implementation” (68 percent). See Figure 3, below.

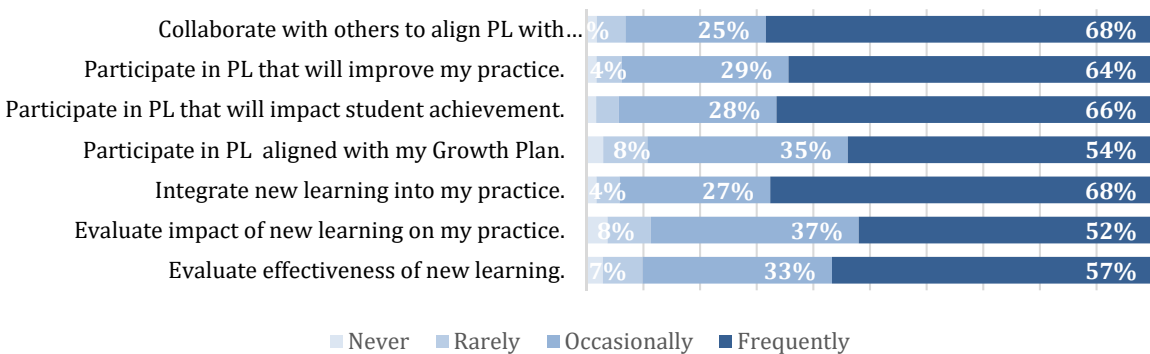


Figure 3. Implementation practices reported by PL Participants.

School-based administrators were asked how often the teachers at their school engage in each of six PL practices, using a four-point Likert scale to indicate the frequency. The practices most commonly reported as *Occasionally* or *Consistently* were “We engage in collaborative learning communities” (100 percent) and “We plan PL to support the desired outcomes of the School Improvement Plan” (99 percent). For more details, see Figure 4, below.

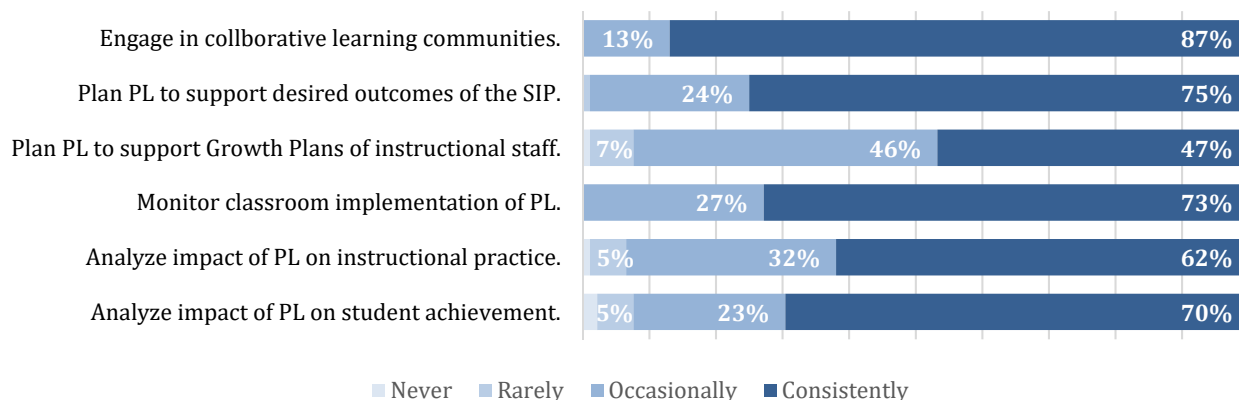


Figure 4. PL practices reported by School-based Administrators.

Non-instructional PL Participants were asked how often they engaged in professional learning or training practices, on a four-point Likert scale from *Frequently* to *Never*. The practices most commonly rated as *Frequently* were “I implement new learning into my work duties” (66 percent), “I use PL to positively impact the outcomes of my position” (57 percent), and “I use PL to improve my job performance” (56 percent). See Figure 5, below.

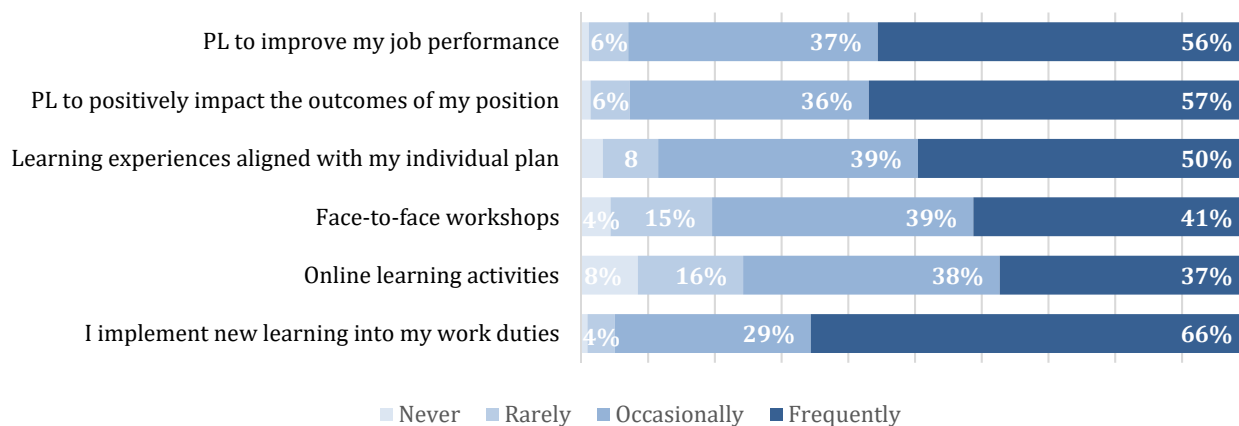


Figure 5. PL practices reported by Non-Instructional Participants.

Objective 2: Building Capacity

To develop the skills of the District’s PD providers and facilitators to engage in a continuous cycle of improvement to plan, implement, and evaluate professional learning.

In 2017 – 2018, the Department of Professional Development Standards and Support (PDSS) organized processes, courses, and groups to develop the facilitation skills of BCPS PL Facilitators, to increase the capacity and impact of the District. In the PL Survey, PL Facilitators specified one or more activities that they completed during the year in support of their facilitation skills. The activities indicated most frequently were Facilitating PLCs (54 percent) and Facilitating BCPS PD (39

percent). See Table 4, below.

Table 4

Facilitation-related activities completed by survey respondents

Activity	%
Facilitating PLCs	54%
Facilitating BCPS PD	39%
PL Facilitator Application Process	23%
NTC Designing and Presenting PD	21%
Facilitating BVU in Canvas	14%
21 st Century Learner Facilitator	11%
Standards Task Force	4%
Other	18%

Throughout the year, PDSS collaborated with other District departments to design multi-tiered professional learning models that empower teachers to lead by developing their facilitation skills and providing them the resources and organizational structures needed to bring professional learning to broader audiences and bring innovations to scale. The models included are listed in Table 5, below.

Table 5

Models for Building Teacher Leadership and Capacity

Model	Department
BCPS Professional Learning Facilitators	Professional Development Standards and Support
Professional Learning Community (PLC) Facilitators	Professional Development Standards and Support
Broward Virtual University Facilitators	Professional Development Standards and Support
Standards Task Force	PDSS & TPLG
Elementary Learning PL Facilitator	Elementary Learning
Literacy PL Facilitators	Literacy
Peer, Lead and Master Teachers	Coaching & Induction
Keystones Task Force	Teacher Professional Learning and Growth
Social and Emotional Learning Liaisons	Diversity, Prevention & Intervention
Equity Liaisons	Equity & Academic Attainment
Canvasador Trainers	Innovative Learning
Microsoft Innovative Educator Trainers	Innovative Learning
Technology Integration Matrix (TIM) Observers	Innovative Learning

Each professional learning model listed in the table is described below and on the following pages.

BCPS Professional Learning Facilitators. PDSS staff provided professional learning to increase the effectiveness of the design and facilitation of BCPS Professional Development, as well as the measurement of its impact and implementation.

Professional Learning Community (PLC) Facilitators. PDSS engaged participants in professional learning that explores the effective foundational structures of authentic Professional Learning Communities and the role of the facilitator.

Broward Virtual University Facilitators. To provide staff the opportunity to complete state add-on endorsements in Reading, Gifted, ESOL and Athletic Coaching, PDSS has developed the capacity of facilitators to apply best practices for adult learning toward the development and facilitation of online courses in the District's learning management system, Canvas.

Standards Task Force. Standards Task Force members completed a Train-the-Trainer Standards Professional Development and Facilitating session designed to build capacity in the effective delivery of standards-based instruction.

Elementary Learning: Professional Learning Facilitators. The Elementary Learning Department implemented a process to identify teacher leaders to assist with the facilitation of high-quality professional learning courses beginning in May 2018.

Literacy PL Facilitators. The Literacy Department implements a process to identify teacher leaders to assist with the facilitation of high-quality professional learning.

Peer, Lead and Master Teachers. This model of professional growth pathway enables teacher leaders to take part in professional learning that is progressively more content-focused and tailored to the students' performance data at the individual school site.

Keystones Task Force. Keystones are Broward County's newly designed performance tasks. Keystones are authentic, engaging, high-quality, standards-based, formative instruction tasks, interdisciplinary in nature, that inspire students to apply learning to genuine contexts, based on classroom curriculum.

SEL Liaisons. Each school has selected a school-based social and emotional learning (SEL) liaison to support and develop capacity for the District's social and emotional learning goals.

Equity Liaisons. In 2018, 305 teachers, instructional support staff, district instructional support staff, school-based administrators & district-based administrators have been trained to become district Equity Liaisons.

Canvasador Trainers. The Innovative Learning Department is dedicated to training classroom teachers in developing engaging and relevant Canvas Blended Learning Courses that personalize the learning environment while preparing K-12 students for college, career, the workforce and life.

Microsoft Innovative Educator (MIE) Trainers. MIE programs are designed to support and develop teacher leaders along a continuum designed to support the integration of Microsoft tools into the classroom to provide, develop and support educational innovations for all learners.

Technology Integration Matrix Observers (TIM Observers). Teacher leaders have been trained to use a standards-based rubric to determine how technology is being implemented in classrooms across five levels: Entry, Adoption, Adaptation, Infusion and Transformation, and across five characteristics of meaningful learning environments: Constructive, Collaborative, Goal Directed, Active, and Authentic.

To increase the District's goal for maximizing the total of highly effective teachers in classrooms, the District provides staff the opportunity to participate in online classes toward four state add-on endorsements through Broward Virtual University (BVU), managed by PDSS. In response to a

reduction in program funding and to ensure an increase in completion rates, BVU implemented a registration fee reimbursable upon completion of all course requirements. This change led an increase in completion rates from 65 percent to 79 percent. See Table 12, below.

Table 12
BVU enrollment, completion, and completion rates, 2016 – 2017 and 2017 – 2018

Endorsement	2018 Completion Rate	2017 Completion Rate
ESOL	86%	68%
Gifted	84%	68%
Reading	64%	55%
Total	79%	65%

Objective 3: Cohesive Support

To collaborate with all District departments to provide a cohesive circle of support for school administrators and teachers to improve student achievement.

In the 2017 – 2018 School Year, PDSS collaborated with District staff to identify professional learning priorities that are aligned with the BCPS Strategic Plan, school-based school improvement plans, district priority initiatives and teacher voice. These priorities were driven by the 2017 PL Survey as well as the BCPS Strategic Plan.

To assess the priorities of instructional and administrative staff, the PL Survey asked instructional staff to identify the strategies for which they are seeking professional learning and asked school administrators to identify strategies for which teachers at their school need professional learning. Teachers prioritized “Teaching and learning through digital technology integration” (59 percent); they also expressed a need for “Curriculum and content in support of standards-based instruction” (51 percent). Administrators’ top two priorities were the same, with technology integration at 64 percent and curriculum and content at 81 percent. Fifty-five (55) percent of administrators and 35 percent of teachers identified “Effective approaches to social and emotional learning” as a need. See responses in Table 6, below.

Table 6

Teacher and administrator selected professional learning preferences

Strategy	Instructional Staff		School Administrators	
	2018	2017	2018	2017
Teaching and learning through digital technology Integration	50%	59%	46%	64%
Curriculum and content in support of standards-based instruction	49%	51%	78%	81%
Positive behavior interventions to assist students to prevent or de-escalate behavioral challenges	49%	*	53%	*
Effective approaches to social and emotional learning	38%	35%	59%	55%

Culturally responsive practices to effectively teach a racially, economically, and culturally diverse student population	29%	*	54%	*
Facilitation of authentic Professional Learning Communities	19%	27%	49%	50%
Communicating about Innovative Magnet Programs	8%	14%	5%	9%

* Item not available on 2017 survey.

In response to the 2017 PL Survey results, see a summary of professional learning conducted in support of each Master Plan and Innovation Configuration below, see Table 7 on the following page.

Table 7

Professional learning summary, 2017 – 2018.

Innovation Configuration or Master Plan (48 active)	Course Titles	Participants Completions*	In-service Points
Applied Learning - Fine Arts	2	21	176
Applied Learning - STEM & Computer Science	15	230	10,906
Athletic Coaching Add-on Endorsement	3	83	4,980
BCPS PL System	3	141	96
Before and After School Child Care	3	380	7,594
BrIDGES Instructional	7	252	3,692
BrIDGES Observers	6	281	2,072
BRITE SAP Training	11	479	5,007
BTU - Effective Teaching	6	89	3,008
Career, Technical, Adult, and Community Education	20	404	6,539
Coaching and Induction	15	2,231	34,404
Compliance	5	372	2,223
Digital Learning Curriculum Integration	24	6,010	87,246
Dual Language*	4	64	2,048
Elementary Learning	34	2,281	28,453
Environmental Health and Safety*	1	74	444
ESE Senate Bill 1108	40	4,015	62,057
ESOL	19	1,964	88,381
Exceptional Student Learning Support	40	3,320	52,532
Facilities Service Persons Program	7	978	4,960
Food and Nutrition Management	2	38	380
Food and Nutrition Services	8	1,143	17,300
Gifted State Endorsement	5	895	53,700
Head Start/Early Intervention	15	450	6,186
Innovative Programs	4	203	2,561
Instructional Tech for 21st Century	6	231	2,116
Journey to Authentic PLCs	9	908	12,437
Junior Reserve Officer Training Corps (JROTC)	3	23	834
Leadership Development	21	2,038	26,116
Library Media	4	97	920
Literacy	3	1,038	10,784
Local Advanced Placement Credentialing	2	3	96
Non-Instructional Leadership Development	7	112	1,036
Office Support Personnel	22	804	8,513
Psychological Services	5	455	2,483
Reading State Endorsement	6	499	29,940
School Counseling K-Adult	2	219	3,606
Secondary Language Arts	12	352	8,560
Secondary Mathematics	4	229	5,744
Secondary Science	10	281	4,986
Secondary Social Studies	13	343	4,788
Social and Emotional Learning	6	762	6,944
Software Application	7	45	1,179
Student Services	7	576	5,016
Student Support Initiatives	24	2,891	18,155
Teacher Preparation*	2	682	17,667
Technology Systems & Operations	36	2,549	8,947
Title I Migrant and Special Programs*	2	128	1,661
World Languages	8	288	3,468
Total	520	41,951	672,941

* Individuals may complete multiple activities within a year.

Objective 4: Support Systems

To provide efficient and effective systems that support all employees in the pursuit of professional growth, creating a culture of continuous, lifelong learning.

The PL Survey asked teachers and administrators how they seek and discover PL opportunities. “MyLearningPlan catalog search” was either the first or second choice for all groups. “BCPS Alert” was also frequently cited by all groups. See Table 8, below.

Table 8

Learner identified method of learning about PL opportunities

Method	Instructional Participants	School Administrators	District PL Facilitators	District PL Providers
MyLearningPlan catalog search	63%	62%	48%	68%
BCPS Alert	47%	62%	65%	50%
Principal/AP recommendation	42%	77%	28%	59%
Peer teacher recommendation	42%	43%	38%	50%
District staff recommendation	26%	30%	33%	36%
Other	8%	5%	11%	32%

Instructional and non-instructional participants indicated their preferred learning format: Face-to-face, Online, or Blended. The most popular format among instructional participants was Face-to-face (42 percent), while non-instructional participants favored Blended learning (45 percent). Online learning was the least preferred method among all respondents and was somewhat less favored by instructional participants (15 percent) than non-instructional participants (21 percent). See Table 10, below.

Table 10

Preferred learning format

Format	Instructional Participants	Non-instructional Participants
Face-to-face, in-person meetings	42%	34%
Online learning	15%	21%
Blended learning (combination of both)	34%	45%

To identify supports and barriers to participation, non-instructional staff were asked to indicate which factors helped them successfully engage in training, as well as which factors may have prevented them from fully participating. About two-thirds of respondents indicated convenient time and location as supportive factors (68 and 63 percent, respectively). Similarly, most respondents indicated *inconvenient* time and location as *barriers* to participation (65 and 50 percent, respectively). See Table 11, below.

In response to changes in the management processes for BVU endorsement courses, instructional participants were asked to rate their overall level of satisfaction with the BVU user experience. Among respondents, 91 percent of participants were *Satisfied* (40 percent) or *Very Satisfied* (37 percent). See Table 13, below.

Table 13

Satisfaction with BVU user experience

Format	Instructional Participants
Very satisfied	37%
Satisfied	40%
Neither satisfied nor dissatisfied	11%
Dissatisfied	4%
Very dissatisfied	<1%

Objective 5: Learning Communities

To support Professional Learning Communities with the resources, tools, and skills they need to authentically and effectively improve student achievement.

In Broward Schools, PLCs are Best Practice #1. PLC-based professional learning takes place in all grades and across all subject areas. Teacher teams use student data to develop and maximize the use of proven high-effect strategies. In 2017 – 2018, PDSS provided 44 sessions to develop the capacity of teacher leaders serving as IFs (one per school) and PLC Facilitators (one per PLC). (see Table 14).

Table 14

Professional learning activities in support of authentic PLCs

Course Title	Sessions	Completed Participants
IF Orientation — First Year	8	167
IF Orientation — Veteran	3	107
IF PLC End of Year Close Out	16	397
Facilitating Authentic BCPS PLCs	13	398
Facilitating Authentic District Department PLCs	2	33
Total	42	1,102

To monitor alignment to the District’s Strategic Achievement Plan, School Improvement Plans, and district priority initiatives PDSS reports on PLC focus areas. In the 2017 – 2018 School Year, PDSS supported 2,448 PLCs, including 2,059 PLCs at BCPS schools, 286 PLCs at charter schools, and 103 District-organized PLCs. Within SBBC schools, there were 971 elementary school, 418 middle school, 542 high school, 119 center, and 9 community school PLCs. The most common topics reflected the subject areas most commonly taught: ELA (979), mathematics (324), science (183), and social studies (169) and reading (115), as well as innovative interdisciplinary approaches (149). See Table 15, below.

Table 15

PLCs by focus area and school type, 2017 – 2018

Area of Focus	Elem. School	Middle School	High School	Center	Community School	District PLC	Charter PLC	Total
English Lang. Arts	651	78	79	23	2	28	118	979
Mathematics	114	68	83	6		7	46	324
Science	21	67	61	7		10	17	183
Social Studies	2	70	72	4		5	16	169
Interdisciplinary	73	7	12	10	1	11	35	149
Reading	41	39	10	2		2	21	115
Support/Counseling	3	10	35	18	1	15	3	85
CTACE	5	12	41	17	3	5	1	84
ESE	10	22	30	6		6	1	75
Pedagogy	2	15	20	13	1	2	2	55
Specials/Electives	13	16	3	4	1	2	15	54
Fine Arts		8	25	1		1	4	39
Literacy	24		10	1		2	1	38
World Languages		4	23	1		2	4	34
Adv. Academics			17	1		2	1	21
PE/JROTC		1	19				1	21
Pre-K	8			1		1		10
SEL	4	1	1	2				8
Equity			1	2		2		5
Total	971	418	542	119	9	103	286	2448

Over 14,100 staff at BCPS and charter schools participated in at least one Professional Learning Community (PLC). PDSS recorded 16,511 completions in 2017 – 2018. PLC completions by focus area and school type are listed in table 16, on the following page.

Table 16

PLC completion by focus area and school type, 2017 – 2018

Area of Focus	Elem. School	Middle School	High School	Center	Community School	District PLC	Charter PLC	Total
English Lang. Arts	4,666	530	492	170	14	194	834	6,900
Mathematics	780	416	421	45		38	313	2,013
Interdisciplinary	525	54	87	59	9	89	235	1,058
Science	127	371	348	51		58	90	1,045
Social Studies	9	393	402	29		17	89	939
Reading	278	246	56	12		11	144	747
Support/Counseling	23	55	222	142	12	147	27	628
CTACE	33	102	270	143	33	33	5	619
Pedagogy	20	139	179	105	18	52	13	526
ESE	50	155	187	45		57	4	498
Specials/Electives	67	132	17	31	8	15	102	372
Literacy	168		75	8		12	7	270
Fine Arts		66	153	6		5	22	252
World Languages		17	122	7		13	19	178
Adv. Academics			117	6		19	2	144
PE/JROTC		5	119				3	127
SEL	37	12	10	26				85
Pre-K	46			6		14		66
Equity			8	19		17		44
Total	6,829	2,693	3,285	910	94	791	1,909	16,511

Respondents were asked to indicate the frequency at which they engaged in each of five PLC practices, using a four-point Likert scale ranging from Consistently (applied at all meetings) to Never (not applied at any meeting). All items were rated as either Occasionally or Consistently by most participants, from 79 percent (Establish and focus on a common SMART Goal for student learning) to 90 percent (Consistently Engage in ongoing efforts to improve student outcomes through a cycle of continuous improvement). See Figure 6, below.

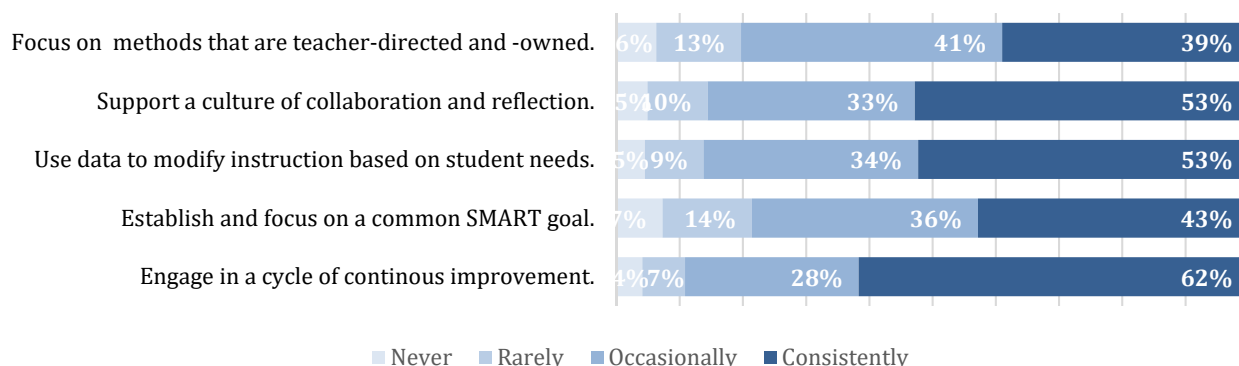


Figure 6. PLC practices reported by Instructional Participants.

Objective 6: Evaluation and Monitoring

To ensure effective evaluation that allows PD providers to measure and monitor the quality and fidelity of implementation, changes in teacher practice, and student outcomes.

As mandated by F. S. § 1012.98, PDSS supports and engages stakeholders in the professional development system. PDSS organizes and facilitates four meetings of the Professional Learning Coordinating Council (PLCC) for this purpose.

During the 2017 – 2018 school year, PDSS conducted four meetings for all stakeholders on September 5, November 2, February 8 and May 31. PDSS collaborated with PLCC members to set the following four goals for the year:

- Goal #1: Keep Master Plans or Innovation Configurations relevant and current, based on the Mid- and End-of-Year Data Reviews.
- Goal #2: Provide information to address the common language of literacy in the design of my professional learning.
- Goal #3: Provide information and resources needed to support teachers with the extension of content-specific learning into their PLCs.
- Goal #4: Provide information to address the integration of technology in the design of my professional learning.

At the May meeting, PDSS surveyed PLCC participants regarding the structure and content of meetings. All respondents Agreed (50 percent) or Strongly Agreed (50 percent) that the PLCC was meaningful to their work as a PL Provider. Respondents unanimously indicated that they would like to continue to have four meetings as in prior years. When asked what aspects of the PLCC were meaningful to their work, members cited: a better understanding of their role in the process; networking and collaborating with others; modeling technology integration in PL; work with a common purpose and vision; and goal setting. Several members requested a fifth goal: To provide information and resources needed to plan and evaluate non-instructional professional learning.

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
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 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	Created a professional learning follow-up activity that addresses the activity outcomes and consistently monitors participant's submissions.	Created a professional learning follow-up activity, however the facilitator does not consistently monitor the participant's submissions to identify mastery of activity outcomes.	Has no professional learning follow-up activity planned that will assist the facilitator in monitoring whether the activity outcomes were met.

<p>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 PL System of record and uses all functions of the system to support communication, collaboration, learning implementing and evaluation of participant learning.</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 PL System of record.</p>	<p>Facilitator has planned and prepared the necessary resources to conduct the PD.</p> <p>The facilitator, at times, effectively manages the BCPS PL System of record.</p>	<p>Facilitator inadequately prepared the resources necessary to conduct the PD.</p> <p>Does not effectively manage the BCPS PL 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
<p>Consistently engages in and applies research based adult learning principles in all PD provided.</p> <p>Consistently administers formative assessments to gauge, interpret, and monitor new learning. Uses information learned to clear misconceptions</p>	<p>Engages in and applies research based adult learning principles in all PD provided.</p> <p>Administers formative assessments to gauge, interpret, and monitor new learning. Uses information learned to clear misconceptions and</p>	<p>At times, engages in and applies research based adult learning principles in all PD provided.</p> <p>At times, administers formative assessments to gauge, interpret, and monitor new learning. Uses information learned to clear</p>	<p>Does not engage in or applies research based adult learning principles in all PD provided.</p> <p>Rarely or never, administers formative assessments to gauge, interpret, and monitor new learning.</p>

<p>and make adjustments as needed.</p> <p>Is attentive to different learning styles in the context of understanding common needs participants bring to learning experiences and makes adjustments as needed.</p> <p>Consistently reflects on the content personally and shares key learning experiences with participants.</p> <p>Understands and consistently implements the 5 Core Principles of Effective Professional Learning.</p> <p>Establishes and effectively maintains productive presenter-audience relations that facilitates learning and engagement.</p> <p>Models effective use of visuals, charts, and presentation design that facilitates learning and addresses all types of learners.</p>	<p>make adjustments as needed.</p> <p>Attends to different learning styles in the context of understanding common needs participants bring to learning experiences.</p> <p>Reflects on the content personally and shares key learning experiences with participants.</p> <p>Understands and implements the 5 Core Principles of Effective Professional Learning.</p> <p>Establishes and maintains productive presenter-audience relations that facilitates learning and engagement.</p> <p>Models use of visuals, charts, and presentation design that facilitates learning and addresses all types of learners.</p>	<p>misconceptions and make adjustments as needed.</p> <p>At times, attends to different learning styles in the context of understanding common needs participants bring to learning experiences.</p> <p>At times, reflects on the content personally and shares key learning experiences with participants.</p> <p>A times, implements the 5 Core Principles of Effective Professional Learning.</p> <p>At times, establishes and maintains productive presenter-audience relations that facilitates learning and engagement.</p> <p>At times, models effective use of visuals, charts, and presentation design that facilitates learning and addresses all types of learners.</p>	<p>Does not understand different learning styles in the context of understanding common needs participants bring to learning experiences.</p> <p>Rarely or never reflects on the content personally and does not share key learning experiences with participants.</p> <p>Rarely or never implements the 5 Core Principles of Effective Professional Learning.</p> <p>Does not establish or maintain productive presenter-audience relations.</p> <p>Does not model use of visuals, charts, or presentation design that facilitates learning and addresses all types of learners.</p>
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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 during PD delivery, implementation of learning and impact on student learning.	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 to the PD session 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	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	1x/year	Varies by PD

	outcomes.		
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2. Professional Development Provider

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

Planning Performance Indicators

Level 4	Level 3	Level 2	Level 1
<p>Administrator/ Supervisor analyzes data and identifies PD needs of student and participants.</p> <p>Identifies strengths and areas of targeted growth to develop, monitor and implement an effective PD Plan to positively impact practice and student achievement as determined by data trends, Strategic Achievement Plan, district priority initiatives, school improvement plans, and professional growth plans.</p> <p>Administrator/ Supervisor creates a yearlong PD Plan based on the identified needs aligned with Strategic Achievement Plan, district priority initiatives, school improvement plans, and professional growth plans.</p>	<p>Administrator/ Supervisor reviews data and discusses needs of student and participants.</p> <p>Creates PD Plan but uses it intermittently to guide professional growth.</p> <p>Administrator/ Supervisor establishes a PD Team that meets to create a PD Plan based on the identified needs aligned with Strategic Achievement Plan, district priority initiatives, school improvement plans, and professional growth plans.</p>	<p>Administrator/ Supervisor reviews data of student and participants.</p> <p>Creates a PD plan but using a format that is inconsistent across the District.</p> <p>Administrator/ Supervisor establishes a PD Team that meets to create a PD Plan based on the identified needs.</p>	<p>Administrator/ Supervisor does not analyze, review, or discuss data needs of student and participants.</p> <p>Does not plan professional learning or there is no process in place to allow for planning professional learning.</p> <p>Administrator/ Supervisor has no PD Team or PD Team performs very cursory functions in the planning of PD for the year.</p>

Administrator/ Supervisor consistently researches and determines who will best facilitate all PD sitting under their master plans and innovation configurations and if providers will be internal providers or district providers.	Administrator/ Supervisor researches and determines who will best facilitate all PD sitting under their master plans and innovation configurations 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.
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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 participate in needed PD.	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.
Administrator/ Supervisor supports involvement in yearlong PLCs, which meet according to an established schedule.	Administrator/ Supervisor supports PLCs but allows interruptions or cancellations of PLC time.	Administrator/ Supervisor supports time and opportunity to attend workshops.	Administrator/ Supervisor does not support time and opportunity to attend PLCs or workshops.
Administrator/ Supervisor provides resources needed to fully participate in PD, within budget constraints.	Administrator/ Supervisor provides limited resources to support PD, within budget constraints.	Administrator/ Supervisor occasionally provides resources to support PD.	Administrator/ Supervisor does not provide resources to support PD.

Administrator/ Supervisor consistently meets monthly to monitor the implementation of the PD Plan.	PD/Department Team meets monthly to monitor the implementation of the PD Plan.	PD/Department Team occasionally meets monthly to monitor the implementation of the PD Plan.	PD/Department Team does not meet to monitor the implementation of the PD Plan.
Administrator/ Supervisor consistently provides support until mastery, for all participants through coaching by a designated person.	Administrator/ Supervisor provides support until mastery, for all participants through coaching by a designated person.	Administrator/ Supervisor provides support for all participants through coaching by a designated person.	Administrator/ Supervisor does not provide support through coaching.
Administrator/ Supervisor consistently meets a minimum of twice per quarter, to monitor the implementation of the PD Plan.	Administrator/ Supervisor meets a minimum of twice per quarter, to monitor the implementation of the PD Plan.	Administrator/ Supervisor meets a minimum of once per quarter, to monitor the implementation of the PD Plan.	Administrator/ Supervisor does not meet to monitor the implementation of the PD Plan.

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
Administrator/ Supervisor creates an established timeline for monitoring, supporting, and evaluating the implementation of the PD and implementation of the PD Plan.	Administrator/ Supervisor creates an established timeline for monitoring and supporting the implementation of the PD and implementation of the PD Plan.	Administrator/ Supervisor creates a timeline for monitoring the implementation of the PD.	Administrator/ Supervisor does not have an established timeline for monitoring the implementation of the PD.
Administrator/ Supervisor consistently meets twice per quarter, to review the data collected on fidelity of	Administrator/ Supervisor consistently meets twice per quarter, to review the data collected on fidelity of	Administrator/ Supervisor meets a minimum of once per quarter, to review the data collected on fidelity of	Administrator/ Supervisor does not meet to review the data collected on fidelity of implementation of all

implementation and the evaluation of all activities on the PD Plan. Administrator/Supervisor consistently makes adjustments as needed to the PD Plan or specific PD, based on implementation data.	implementation and the evaluation of all activities on the PD Plan. Administrator/Supervisor makes adjustments as needed to the PD Plan or specific PD, based on implementation data.	implementation of all activities on the PD Plan. Administrator/Supervisor occasionally makes adjustments as needed to the PD Plan or specific PD, based on implementation data.	activities on the PD Plan. Administrator/Supervisor does not make adjustments as needed to the PD Plan or specific PD.
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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
	BCPS PL Fall and Spring Survey Evaluation Meetings	2x/year 2x/year	PDSS Department
Impact on Practice			
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 PL System Review

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

APPENDIX D:

SB 1108

Section 9. Paragraph (e) is added to subsection (3) of F.S. § 1012.585, Florida Statutes, and subsection (6) is added to that section, to read: F.S. §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.