



OFFICE OF SCHOOL PERFORMANCE AND ACCOUNTABILITY

PROFESSIONAL LEARNING STRATEGY

Developing the Effectiveness of All Staff to Support the Achievement of All Students

Dr. Valerie Wanza, Chief School Performance and Accountability Officer

Susan Leon, Director of Professional Development Standards and Support

Veda Hudge, Director, Office of Service Quality

Angela Brown, Director, Coaching and Induction

Dr. Fabian Cone, Director, Teacher Professional Learning and Growth

Dr. Ted Toomer, Director, Leadership Development



Presentation Overview

History of Professional Learning Departments

Alma Advisory Group Consultant Findings and Connections to District Strategic Plan

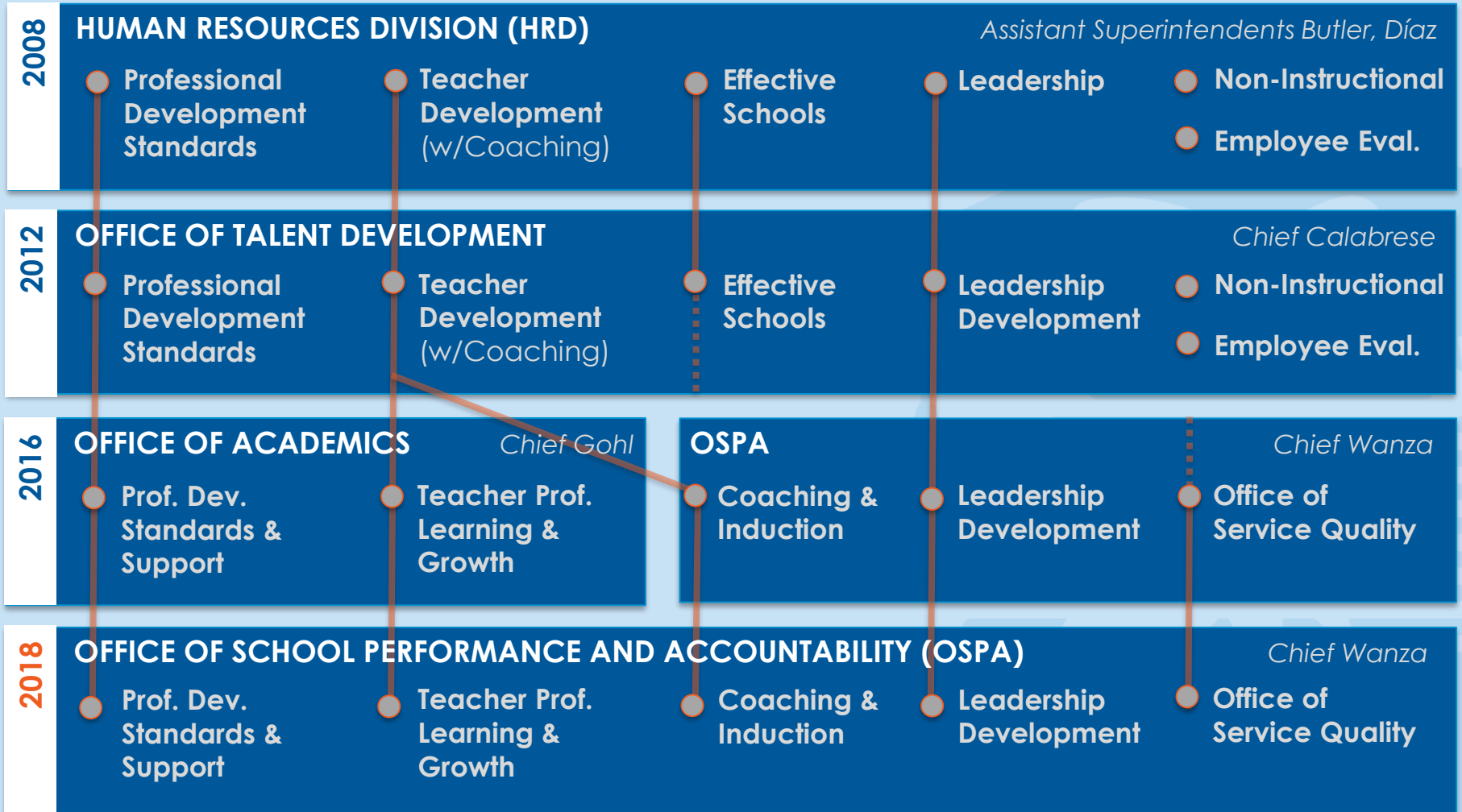
- Coherence
- Return on Investment - PDSS
- Implementation Supports - OSQ, C&I, TPLG
- Timing of Professional Learning - PDSS
- Expanded Pathways - LD

Budget Recommendations

Next Steps



Professional Learning Departments: Timeline



Professional Development Standards and Support Strategic Planning Context Since Last Board Workshop

<i>November 2018</i>	PDSS submitted Initial PD Strategy Proposal to expand Seasons of Learning to all staff by adding calendar days for professional learning.
<i>December 2018</i>	OSPA initiated Support Directors Weekly Meetings .
<i>January 2019</i>	PDSS launched new PD Management System .
<i>February 2019</i>	PDSS proposed Theory of Action to connect professional learning to employee evaluation and student outcomes.
<i>March 2019</i>	District hired PD Consultant: Alma Advisory Group.
<i>April 2019</i>	PDSS provided Consultant extensive PD System Data, Survey Results, and Documentation to understand current PL and inform the Strategic Plan.
<i>May 2019</i>	PD Consultant presented findings and recommendations .
<i>June–July 2019</i>	Implemented Seasons of Learning.



PD Consultant Alma Advisory Group

Alma Advisory Group, LLC (Alma) is a consulting firm with the mission of fostering the culture, people, and practices that enable staff to do their best, teams to do great work, and organizations to accomplish outstanding results.



Alma Advisory Group's study sought to:

- Understand current PL structure, decision-making, delivery, monitoring and investments.
- Assess whether PL is reaching its intended impact.
- Identify qualitative and quantitative strengths and opportunities of PL offerings.
- Inform the priorities for the district's next strategic plan.



PD Consultant Alma Advisory Group Findings

BCPS Professional Learning Successes

- **BCPS offers extensive PL opportunities to staff at all levels.**
- **Master Plans are aligned to stated needs and courses meet standards.**
- **PLCs are applying key practices and provide a critical resource for staff.**
- **Seasons of Learning identified as a Best Practice.**
- **Broward Virtual University identified as a Best Practice.**
- Overwhelming majority of participants are satisfied.
- Overall staff are satisfied with the quality of the PL they attend.
- Course offerings model best practice approaches for adult learning, and provide on-the-job tools and resources
- PL courses are required to demonstrate an impact on participant learning and student outcomes.
- There is emerging data on the connection between the number of PL courses taken and improved instructional practice.
- Many participants find their PLCs highly effective.
- School leaders view the support they receive positively: they report high levels of satisfaction with recent PL and benefit from ongoing support at the cadre level.



PD Consultant Alma Advisory Group Findings

BCPS Professional Learning Strengths

- **Web-based and blended learning offerings allow staff to access PL during off hours.**
- **PLC's involve most instructional staff in professional learning (16,000+), are well resourced, and focus heavily on ELA.**
- **Course offerings are designed with the end in mind to guide delivery method.**
- **New PL system, LAB gets high marks, and integrates with Canvas – interactive.**
- Noticeable progress made to establish greater alignment since the recent restructure.
- Success of specific initiatives, like the Elementary Literacy Initiative, serve as internal models to replicate.
- Proposal (Theory of Action) to link student data and teacher data to PL.
- PLC's are well supported by online and training resources.
- Master Plans standardize and align individual course offerings to standards and adult learning practices.
- Teacher and Leadership pipeline programs are well-defined and structured.
- Offerings provided after school, Saturdays, and summer ensure greater access for more teachers, especially in high need schools.
- School-based professional learning and follow up supports align with best practice.
- High quality and diverse PL offerings for Central Office Administration, with opportunities for advancement.



PD Consultant Alma Advisory Group

Five Strategic Recommendations

1. COHERENCE

- **Strengthen coherence of PL planning** at district, school, individual levels

2. UNDERSTAND ROI

- Understand Return on Investment of PL and **use it to inform investment decisions**

3. IMPLEMENTATION SUPPORTS

- **Ensure site-based supports are in place** and ready to support implementation of PL

4. TIMING OF PL

- Adjust timing of PL to **stop pulling staff out of school**

5. EXPANDED PATHWAYS

- **Provide expanded pathways** for District-based administrators and staff



1. COHERENCE

- Strengthen coherence of PL planning at district, school, individual levels

Findings:

- Overall, staff are satisfied with available PL offerings.
- Noticeable progress toward coherence, success of specific initiatives.
- Master Plans aligned with state needs and courses address standards.
- PDMS provides central point of communication and PL data.

Tactics in District Strategic Plan:

- Establish and regularly update PL Playlists to streamline and support professional learning across a career continuum for all employees.
- Centralize data collected from needs assessments to identify themes and patterns to drive new PL offerings, including for non-instructional employees.
- Ensure alignment of professional learning from the individual goal-setting level, all the way to the District's Strategic Plan.

Actions:

- Establish professional learning (PL) playlists to streamline and support professional learning.
- Add designated PD Days to calendar (supports both (1) Coherence and (4) Timing of PL).



Professional Development Standards and Support (PDSS)

What We Do

The Professional Development Standards & Support Department supports achievement of all students by providing effective professional learning opportunities that increase the effectiveness of instructional and non-instructional staff.




- To offer valuable, impactful, and relevant adult learning experiences that are aligned with Professional Learning Standards and result in improved student achievement.
- To develop the skills of the District's PD providers and facilitators to engage in a continuous cycle of improvement to plan, implement, and evaluate professional learning.
- To collaborate with all 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 that allows PD providers to measure and monitor the quality and fidelity of implementation, changes in teacher practice, and student outcomes.



Professional Development Standards and Support (PDSS)

Who We Are

PD Specialists 5 Staff Members	Analysts 4 Staff Members	Research Spec. 1 Staff Member	Clerical Support 3 Staff Members	Director and Supervisor
Activities: <ul style="list-style-type: none"> Assigned to all Schools and PL Providers District-wide PLC Support <i>~15,000 ppts/year</i> Review all PL Seasons of Learning <i>~5,000 ppts/year</i> Build capacity of PL Facilitators 1 staff for Charter, Ind. schools 	Activities: <ul style="list-style-type: none"> Data integration <ul style="list-style-type: none"> LAB ↔ SAP <i>~44,000 users</i> iObservation <i>~16,000 users</i> BVU/Canvas <i>~5,000 ppts.</i> Approve PL Resources/Website System Training 	Activities: <ul style="list-style-type: none"> Master Plan Dev. Support <i>~60 plans</i> PL Coordinating Committee Continuous Improvement, Data Reviews PL Evaluation Review PL PL Survey <i>~4,000 resp.</i> Data/Reports 	Activities: <ul style="list-style-type: none"> 3 Help Desks: <ul style="list-style-type: none"> LAB BVU iObservation Course Organizers Credit Adjustments Administrative Support 	Activities: <ul style="list-style-type: none"> Leadership Coordinate Dept. Initiatives Liaison with District/SBBC PL System Communication Organize Resources
 <p>Support ALL SBBC, Charter and Independent School Employees</p>				



Professional Development Standards and Support (PDSS) How We Do What We Do

PDSS INPUTS: PL Standards, State Statutes, PL System, Cycle of Continuous Improvement, PL Management System

District PL Providers for 57 Master Plans/ICs

- **32 Academic PL Plans:** Elementary Learning, Secondary Learning, Literacy, CTACE, TPLG, Innovative Learning, Library/Media, Advanced Academics...
- **10 Non-Instructional PL Plans:** Technology, Office Support, Food & Nutrition...
- **10 Student Support & Recovery PL Plans:** SEL, School Climate & Discipline, School Counseling, Equity & Diversity, ESLs, Student Support, Psychologists...
- **5 Support Plans:** Coaching and Induction, Leadership Development, Non-Instructional Leadership Development, BrIDGES, Teacher Preparation

PDSS OUTPUTS: PL Coordination and Cohesion, Inservice Records, State Add-on Endorsements, Evaluation Results, State Reporting



Professional Development Standards and Support (PDSS)

How We Do What We Do

	All District Professional Learning Providers*	Professional Development Standards & Support
PLANNING	Develop Master Plans/ICs* with Needs Assessment (Student Data), Evaluation Plan	Review Master Plans/ICs based on Statutes, PL System, PL Standards, Strategic Plan
	Propose PL and Training in LAB Aligned with Master Plan/IC	Review PL and Training in LAB based on PL System, PL Standards, Strategic Plan
LEARNING	Identify, Recruit, Enroll Participants	Coord. Seasons of Learning, PD Calendar
	Facilitate Professional Learning	Develop Capacity of PL Facilitators
	Manage Course Rosters	Provide LAB Training and Support
IMPLEMENTING	Provide Follow-up Coaching and Support	Support School- and District-based PLCs
	Collect Evidence of Implementation	Support Hotlines for PD, LAB, BVU
EVALUATING	Collect Feedback, Teacher & Student Data	Facilitate PL Coordinating Council
	Review Data 2x/Yr., Adjust Plans as Needed	Facilitate Mid-, End-of-Year Data Reviews
		Produce Annual PL Report, FLDOE Survey 6

* See Appendix for List of Master Plans and District PL Providers



2. UNDERSTAND ROI

- Understand Return on Investment of PL and use it to inform investment decisions

Findings:

- Overall, staff are satisfied with the quality of PL.
- Cycles of continuous improvement, including biannual data reviews.
- Seasons of Learning and Broward Virtual University as best practices.
- Theory of Action for Student Assessment and Analytics.

Tactics in District Strategic Plan:

- Connect the process and system for individual goal-setting and annual evaluations, to include student growth, with the PL Management System for both instructional and non-instructional employees.
- Establish a centralized and integrated vetting process for vendors approved to provide professional learning opportunities aligned with District standards and needs.

Actions:

- Streamline existing professional learning offerings and support provided across District, based on return on investment and needs analysis.
- Establish appropriate single-point of oversight and approvals for District-wide professional learning communications.



UNDERSTAND RETURN ON INVESTMENT: Seasons of Learning

Conduct Seasons of Learning Each Year

- PD Consultant recognized Seasons of Learning as a Best Practice. Seasons of Learning has expanded its reach to over 5,000 staff. Since 2016, provided professional learning on 3 – 4 professional study days. PD Consultant identified need for follow-up coaching and support between sessions.

Broward invests heavily in PL throughout the year....

- Broward provides paid days outside of class time to attend PL - this a BEST PRACTICE
- Works to ensure that all PL is responsive to teacher needs
- Broward has negotiated up to six paid days for teacher PL

But teachers receive limited support to implement what they've learned:

- Coaches may not know what PL teachers attended or have the skills needed to support
- Instructor follow-up is limited

Ensure coaches (or another role) can provide strong follow-up support between PL days



UNDERSTAND RETURN ON INVESTMENT: Rubric and Quadrant

Develop a Professional Learning Governing Board or Committee to:

- Select criteria and determine weight of each.
- Using current Master Plans, surveys, performance evaluations, and student data, score each item and review overall impact of each PL course compared to the investment.
 - ❖ Pilot with Seasons of Learning III: 2018–2019 implementation → 2019 student data
- Use score to make recommendations for increased or decreased investment, understand alignment of PL with District needs, understand where supports are needed to improve.
- Refine scoring system over time.

Criteria (weight of each to be determined)
Participant Satisfaction
Aligned to District Strategic Goals
% of Target Population Impacted
Evidence of teacher/employee implementation with fidelity
Evidence of student achievement/workplace outcomes
Total

Cost vs Impact of PL		
PDSS Review	Questions Work to improve impact and/or reduce costs	Sweet Spot Expand as investments show positive impact
	Improve Now Reduce cost, increase impact, or eliminate	Strategic Investments Keep if aligned with priorities, maintain impact
	Low Impact	High Impact

Adapted from Alma Advisory Group Assessment of PL, 2019.



UNDERSTAND RETURN ON INVESTMENT: Student Assessment & Analytics

Status

- Based on a survey of 226 schools, principals reporting using over 168 different progress monitoring tools and 161 supplemental instructional tools.
- Based on summative student data (FSAs/EOCs), support departments have tiered schools to be able to target needed professional learning, training and support in 2019 – 2020.

Needs:

- Connect the professional learning system with evaluation data and student growth data.
- Reduce the number of student progress monitoring tools and assessments; maximize instructional time.
- Provide schools and District offices robust student and PL reporting functions.
- Align student assessment data to target and evaluate professional learning more accurately.

IF we want to empower BCPS Instructional Leaders and District PL Providers to make more informed decisions that connect PL to areas where students and educators need support...

THEN we need to offer PL opportunities with direct links to student item analysis, standards-based assessment reports, and performance evaluation results.



Assessment and Analytics Tool Procurement Process to Date

<i>Fall 2018</i>	PDSS Met with Procurement; determined PowerSchool is a Sole-Source Provider.
<i>Winter 2019</i>	Student Assessment and Analytics Module Presentations: OSPA and OoA Support Directors OSPA Cadre Directors Principal Presentations (Representative of All Levels) Teacher Presentations (Representative of All Levels)
<i>Spring 2019</i>	PDSS Surveyed All Principals Re: Progress Monitoring Tools



3. IMPLEMENTATION SUPPORTS

- Ensure site-based supports are in place and ready to support implementation of PL

Findings:

- Broward provides paid days outside of class time to attend PL—this is a BEST PRACTICE.
- Works to ensure that all PL is responsive to teacher needs.
- Broward has negotiated up to 24 hours that schools have to do PL.
- Coaches may not know what PL teachers have attended or have the skills to support.
- Instructor follow-up is limited.

Tactics in District Strategic Plan:

- Closely monitor PL progression at schools with greatest challenges, and ensure appropriate level of site-based resources to support teachers through implementation.

Actions:

- Align PL with support through expanded follow-up support associated with summer learning.
- Tier school support based on student data.



Office of Service Quality

VISION

The Office of Service Quality's (OSQ) vision is to serve all internal and external stakeholders. OSQ staff is committed to excellence, while providing guidance and support on the implementation of policy, procedures, law, and school improvement.

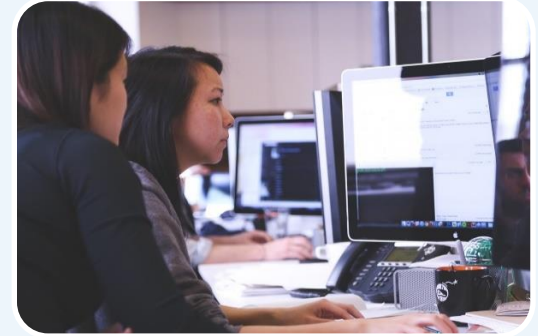
MISSION

Our purpose is to work in partnership with all stakeholders to strengthen learning environments and to positively impact every student's experience. We provide expert knowledge and guidance to all parents, students, staff, communities, and district departments. Customer service with integrity is our focus. We are committed to providing policy driven solutions to stakeholder concerns, as well as enhancing schools' efforts to create great outcomes for all students and staff members.



The Office of Service Quality

What We Do?



School Improvement

- A+ Recognition Funds
- District Accreditation
- Customer Surveys
- Differentiated Accountability (DA)
- Every Student Succeed Act (ESSA)
- SAC Compositions
- School Improvement Plans (SIP)
- Turnaround Option Plans
- Waivers

School Grants

- School Improvement Grant (SIG)
- Principal Autonomy
- Turnaround School Supplemental Services Application (TSSSA)
- Unified School Improvement Grants (UniSIG)
- UniSIG Recruitment and Retention Grant

School Operations

- Appeal Process
- Broward PIVOT
- Critical Incidents Liaison
- Field Trips
- Leases
- OSPA Central Management
- Parent Advisories
- Call Database
- Reassignments/Hardships
- Rescissions



Office of Service Quality

What's Next?

- To continue to lead weekly efforts of aligning support (professional development, training, and support) to schools across the district in collaboration with other district divisions (Office of School Performance & Accountability, Office of Academics, Student Support Initiatives & Recovery, and Portfolio Services)
- To continue to coordinate the *National Summit for Principal Supervisors Conference*
- To continue to lead in the development of Broward's Online Leadership Tracker (BOLT), a system that uses evidence and data to identify and prepare aspiring leaders, create career pathways, and inform succession planning districtwide
- Lead districtwide efforts in standardization of Customer Service Standards
- Coordinate School Improvement efforts to:
 - Eliminate all Differentiated Accountability Schools
 - Increase district letter grade to an "A"
 - Provide guidance to address ESSA subgroups
 - Provide process for ongoing progress monitoring for schools district-wide
 - Provide Instructional Facilitators to all schools



LEVELS OF SUPPORT



Coaching and Induction

Our Vision

Increase student achievement and teacher effectiveness by providing quality support through coaching and mentoring.

Our Mission

To improve student learning and educator effectiveness through a comprehensive and aligned system of coaching and mentoring in which educators make informed decisions to guide their data-driven practice. Built on norms of inquiry, trust, and continuous improvement, Coaching and Induction supports transformational leadership roles among teachers, mentors, coaches, and administrators.

Current Support

- New Teacher Support (Induction Program)
- Instructional Coach Professional Learning (Coach Credentialing)
- New Teacher Mentoring (Teacher Induction for Effectiveness and Retention- T.I.E.R.)
- Teacher Leader Career Continuum (TLCC)
- Pathways to Teacher Certification (Higher Education Initiative)
- Support to School-Based Instructional Coaches (Master Coach)
- Mentoring Support and Training for Principals (Principal Coach)



Department of Coaching and Induction

Our mission is to improve student learning and educator effectiveness through a comprehensive and aligned system of coaching and mentoring in which educators make informed decisions to guide their data-driven practice. Built on norms of inquiry, trust, and continuous improvement, Coaching and Induction supports transformational leadership roles among teachers, mentors, coaches, and administrators.

Teacher Induction for Effective and Retention (T.I.E.R.)

Provide an instructional support system for teachers new to the teaching profession.

Induction Coaches

Provide high quality formalized data-driven mentoring to beginning teachers for teacher development, retention and impact student achievement.

Master Coaches

Provide school-based instructional coaches with coaching skills to build capacity in schools within each cadre.

Principal Coach

Provide training, coaching and mentoring support for principals.

Coach Credentialing

A transformative and comprehensive professional learning coaching program that strengthens coaching practice and professional growth.



Teacher Leader Career Continuum

Help teachers improve their teaching practices by providing teachers with leadership training and opportunities to develop their instructional effectiveness.

Higher Education

Provide direct support to educators in varying pathways to obtain credentials and certification through a partnership with colleges and universities.



Coaching and Induction

Pillars of Coaching

New for 2019-2020

- Align Master Coach support to Cadre Director
- Restructure Induction and Coach Credentialing Program
- Develop Instructional Coach Matrix and 'Look Fors'
- Train Administrators on Instructional Coach expectations
- Gather and analyze data on school based instructional support
- Targeted professional learning for Instructional Coach
- Instructional Coach Symposium
- OSPA Support Directors Instructional Coach Review Team



Coaching and Induction

Pillars of Coaching

Next Steps

- Master Coaches will support Cadres and provide ongoing data analysis to Instructional Coaches
- Deploy Master Coaches, Instructional Facilitators/Specialist based on school's needs assessment provided by District Support Directors
- Instructional Coach Professional Learning will be content specific based on school needs
- OSPA Support Directors, Academics, and Student Support Initiatives and Recovery will develop a plan for targeted support based on school's needs assessment
- Principal Coach will lead Professional Development Prescription for Learning (PDPL)



Teacher Professional Learning and Growth

Department Description

To provide a continuum of instructional professional development services from pre-service teachers to the professionally certified educator. To provide high-quality professional learning activities which support District, Innovation Zone, and Cadre initiatives. To empower teachers to be change agents and active participants in the development of positive school culture and high-quality instruction to positively impact student growth and achievement.

Our Vision

Support the classroom teacher through a continuum of professional learning opportunities that empower teachers to be change agents in improving student outcomes.

Our Mission

Design, deliver, and support all classroom teachers from pre-service educators to the professionally certified educator with high-quality professional learning that is standards-driven, job-embedded, and personalized that advances a teacher's self-efficacy to maximize student learning.



Teacher Professional Learning and Growth Department Buckets



Pre-service Educator

- University Affiliation Agreements
- Field Experience
- Residency Programs
- Student Teaching Professional Learning
- Education Placement Committee
- Pre-Service Master Plan



New Teacher

- Alternative Certification for Educators (ACE)
- Broward Educator Certification (BEC)
- New Teacher Academy (NTA)
- Alternative Certification Teacher Support (ACTS)
- General Knowledge Test Preparation
- Substitute Teacher Training



Career Continuum

- TDIF
- BrIDGES Instructional Master Plan and Growth Plan PD
- National Board (NBCT)
- Broward County Recognition Program (BCRP)
- Clinical Educator
- Substitute Training
- Co-Teaching
- P3 Initiative
- Uncommon Schools
- Title IIA Grant



Teacher Professional Learning and Growth

What's New

New for 2019-2020

- Implementation of the Teacher Roundtable initiative - Phase Two
- Launch Year 2 –Uncommon Schools and Teach Like a Champion (TLAC 1.0, 2.0, and 3.0)
- Require all new educators to participate in our revamped New Teacher Academy with expanded offerings as a condition of employment
- Partnered with FAU, ThinkTime, and EDForce to offer three distinct tracks of the Florida GK Prep courses
- Launching a Teacher Support Hub through SharePoint to support new teachers in their first three years of employment
- Assigning New Teachers on a Temporary Certificate a Mentor Induction Coach
- Monthly targeted professional learning during monthly Elementary Cadre Meetings
- Uncommon Teacher Leadership Academy
- Alternative Certification Teacher Support (ACTS) Program
- Launching a Teacher Residency Program in Select Schools with High-Needs

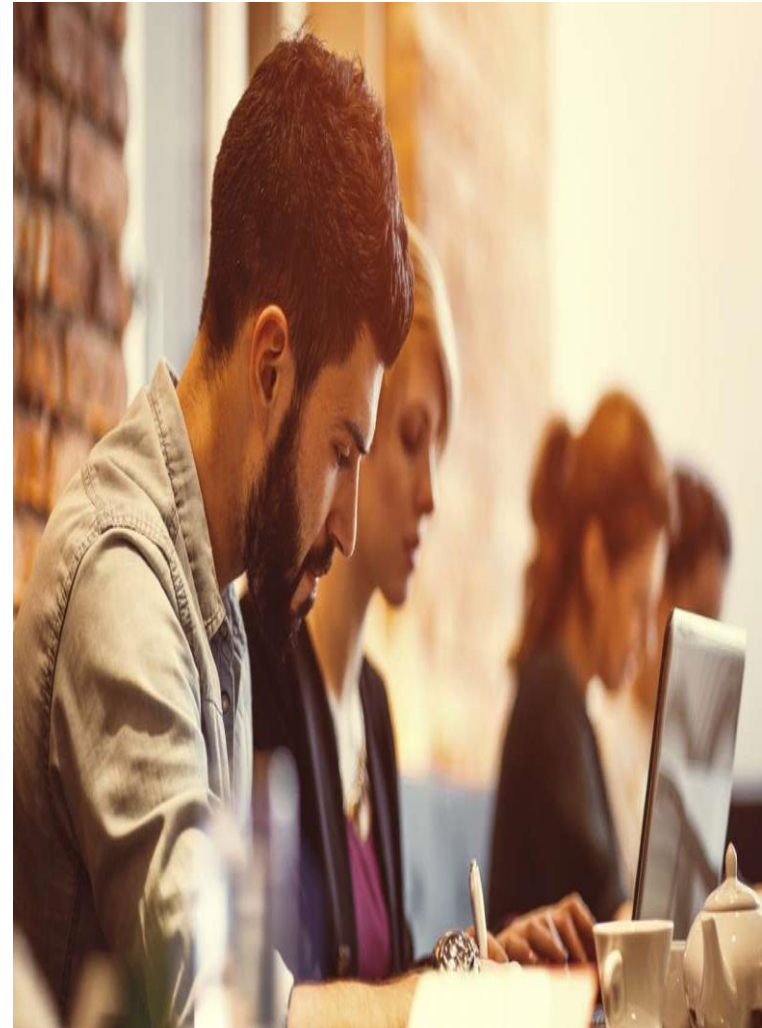


Teacher Professional Learning and Growth

What's New

Next Steps

- Staff Developers will continue to support Cadres 7 and 8 teachers in the development of standards-aligned lesson plans using the tenants of the Uncommon Schools established in Year 1 with anchor schools.
- Provide targeted professional learning based on a Tier Support Plan and using the schools common formative assessment data.
- Deploy Staff Developers in targeted schools where the data is flagged and provide modeling and practice with Coaches and Teacher Leaders in deconstructing Standards-based Lesson Plans using the Focus and Legacy Model.
- Institute a Gradual Release Model with Teacher Leaders in the areas of Standards-based Lesson Planning, Differentiated Instruction, Analysis of Student Work and Data-Driven Instruction to provide intentional support and scaffolding.



4. TIMING OF PL

- Adjust timing of PL to stop pulling staff out of school

Findings:

- PL held during the school day is a pain point for both instructional and non-instructional staff and could negatively impact student growth.
- While clear efforts are being made to host PL at alternate times, almost 60% of PL course sections take place during the school day.
- Hard-to-staff schools felt that this disproportionately negatively impacts their ability to send teachers to PL, as finding substitutes for these schools was considered a challenge.

Tactic in District Strategic Plan:

- Minimize pulling teachers and staff out of schools for PL during the school day.

Actions:

- Expand Seasons of Learning, identified as a best practice.
- Add Summer Professional Learning Days to calendar, in phases, starting with the schools with highest needs, and provide follow-up support throughout the year.



TIMING OF PL: Summer Professional Learning Delivery Model

To improve District-wide PL, training and support for all instructional staff, we propose to:

Add compensated professional learning days to the instructional employee calendar.

Develop capacity to deliver PL at scale through Teacher Leader Facilitation Academy.

Provide comprehensive, coherent, and differentiated support based on identified needs.

Delivery Options:

Activity	10-Day Model	5-Day Model*	3-Day Model*
District Kickoff: Mission and Vision, Alignment with Strategic Plan	1 day	1 day	½ day
PL on District Initiatives	3 days	1 day	½ day
Tier 1: Teachers Choose from PL Options Tiers 2, 3: Customized PL Days Based on Needs Assessments (Student Data)	3 days	2 days	1 day
PL and Planning at Each School	3 days	1 day	1 day

*5- and 3-Day Models would require Seasons of Learning to be implemented.



TIMING OF PL:

Phase-In of Summer Professional Learning Delivery Model

Year 1 (2019 – 2020)

- Planning
- Build capacity through Teacher Leader Facilitator Academy
- Pilot Summer PL for instructional staff at Lowest 300 schools (TESA Grant)

Year 2 (2020 – 2021)

- Review/evaluate ROI
- Expand Teacher Leader Facilitator Academy
- Provide Summer PL for Tier 3, Tier 2, & selected Non-instructional staff

Year 3 (2021 – 2022)

- Review/evaluate ROI
- Expand Teacher Leader Facilitator Academy
- Provide Summer PL for Tier 3, Tier 2, Tier 1 and Non-Instructional staff

Years 4 and 5 (2022 – 2024)

- Review/evaluate ROI, adjust plans based on student needs
- Revise plans for Teacher Leader Facilitators based on need, capacity
- Provide Summer PD for Tier 3, Tier 2, Tier 1 and Non-Instructional Staff



TIMING OF PL: Teacher Leader Facilitator Academy



Rationale: Establish a Cadre of Trained PL Facilitators that actively participate in ongoing learning regarding their respective content area of expertise and the latest research-based design and facilitation techniques for delivering professional learning.

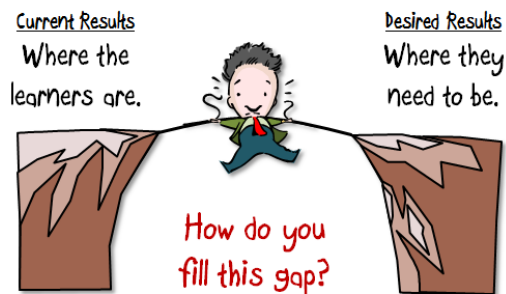


Participants will complete the **Professional Learning Facilitator Micro-Credential** program to ensure that facilitators are equipped with the latest, standards-aligned design and facilitation strategies and techniques to ensure high quality professional learning.



Implementation Support: Connecting PD Strategy to PLCs

The learning and action planning included in the **10-Day Summer PL Calendar** will connect directly to **PLCs** as participants will bring back the information learned and expand on this learning during their PLCs.



5. EXPANDED PATHWAYS

- Provide expanded pathways for District-based administrators and staff

Findings:

- Central office administrators value the offerings provided, but shared inconsistent experiences with goal setting, feedback, and access to PL.
- Most non-instructional staff find the PL they receive useful and consider the content strong.
- Access issues pose barriers to participation: 1 in 3 non-instructional staff receive PL only occasionally.

Tactic in District Strategic Plan:

- Expand access to career pathways programs to all employees.

Action:

- Define the role managers play in developing talent and capacity building, then provide them with the tools and supports to execute.



Leadership Development

The Leadership Development Department strives to meet the unique needs of our school based and district leaders through our leadership pipeline programs, as well as ongoing professional development for seated administrators and district level leaders.

Our Vision

Develop highly effective leaders who can educate today's students to succeed in tomorrow's world.

Our Mission

Maintain an effective and rigorous pipeline of programs in order to develop and support successful leaders who are committed to educating all students to reach their highest potential.



Leadership Development Developmental Program Buckets



LEAD

An intensive one-year program for teacher leaders demonstrating leadership skills and aspiring to be Assistant Principals

PROPEL

In partnership with FAU participants obtain a masters degree in Educational Leadership while completing the LEAD Program requirements in an accelerated format



Principal Preparation Program (PPP)

A state-approved program to develop effective Assistant Principals who aspire to become school Principals

Leads to Principal level certification through the Florida DOE



Broward Director Internship Program

Previously known as Wallace

A relevant, rigorous one-year program for accomplished and high performing principals who want to become principal supervisors or district leaders



Leadership Development Support Program Buckets



First Year Assistant Principal Program (FYAP)

An induction program for newly appointed Assistant Principals which provides the knowledge, mentoring and support needed to ensure effective adjustment and job performance



First Year Principal Program (FYP)

An induction program for newly appointed Principals which focuses on leadership in the context of their own schools



Principal Support Program (PSP)

Novice principals are provided continued support beyond their first year in the role through this program, which provides individualized support in person and via an on-line Playbook model



Leadership Development

District Leadership Program Buckets



District Leadership Development Program
District level employees who aspire to advance to the next level of leadership participate in learning opportunities to develop the essentials and skills needed to ensure success in their work with the District and schools



District Leadership Support Program
Newly appointed or novice District leaders receive continuing development opportunities to ensure that they have the knowledge necessary to serve the entire school system effectively



EXPANDED PATHWAYS: District Leadership Institute

- Course designed this year to build and develop participants through an accelerated leadership learning experience focusing on components that encompass long-term individual and organizational success.
- Using a unique, multidisciplinary paradigm, the program integrates the most effective leadership tools and business practices derived from cutting-edge leadership research conducted at the Center for Leadership at FIU.
- The program model utilizes management tools and research, educational leadership practices, social science research, and public administration expertise injecting participant principals with best practices and effective leadership skills.
- Concepts covered include: Personality and Decision Making, Values in Leadership, Action Planning, Communication, Leading Teams and Developing Healthy Cultures. These components will also include experiential learning opportunities.



Leadership Development

What's New

Next Steps

- Align leadership support as needed to priority and focus schools
- Continue to lead the learning with our weekly collaborative school visits and have higher education partners join occasionally
- Officially launch Broward's leader tracking system Broward Online Leadership Tracker (BOLT)
- Develop a comprehensive leadership succession plan for leadership positions throughout the entire system



PD Consultant Alma Advisory Group

Five Strategic Recommendations

1. COHERENCE

- **Strengthen coherence of PL planning** at district, school, individual levels

2. UNDERSTAND ROI

- Understand Return on Investment of PL and **use it to inform investment decisions**

3. IMPLEMENTATION SUPPORTS

- **Ensure site-based supports are in place** and ready to support implementation of PL

4. TIMING OF PL

- Adjust timing of PL to **stop pulling staff out of school**

5. EXPANDED PATHWAYS

- **Provide expanded pathways** for District-based administrators and staff



Professional Learning Strategy Budget Recommendations

FISCAL YEAR 2019 – 2020

COHERENCE	Seasons of Learning V (Summer 2020)	\$3,000,000
COHERENCE	Broward Virtual University Employee refunds and facilitator payments	\$445,000
UNDERSTAND ROI	PowerSchool Student Assessment and Analytics	est. \$1,953,160
TIMING OF PL	Teacher Leader Facilitator Academy Increase District capacity to facilitate PL by 200 facilitators	\$125,000

FISCAL YEAR 2020 – 2021

COHERENCE	Seasons of Learning V (Summer 2021)	est. \$3,000,000
COHERENCE	Broward Virtual University Employee refunds and facilitator payments	\$445,000
UNDERSTAND ROI	PowerSchool Student Assessment and Analytics	est. \$1,721,398
TIMING OF PL	Teacher Leader Facilitator Academy	\$125,000
TIMING OF PL	PD Calendar Extension PDSS will work with Budget Dept. to determine cost.	TBD



Professional Learning Strategy

Next Steps

Strategic Planning Session with Finance Division

Review professional development allocations across department/schools and bring recommendations back to the Board

Future Board Workshops

Have a minimum of two follow up discussions with Board in the First Quarter

Discussion

Receive direction and next steps based on today's feedback



The School Board of Broward County, Florida

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APPENDICES

- Professional Learning Strategy Proposal
- List of Master Plans and PD Providers
- Memoranda Regarding Professional Learning and Training
- Consultant Assessment of Professional Learning: Executive Briefing
- Collaborative School Support and Professional Learning Model
- Professional Learning Theories of Action
- Progress Monitoring Tool Survey Results
- Memorandum Regarding Progress Monitoring Tools for 2019–2020
- Performance Matters Assessment and Analytics Overview
- Performance Matters Use Cases by Role

