



**Broward County
Professional Development System**



Executive Summary

Pursuant to Florida Statute 1012.98 requiring a Professional Development System and an annually updated Master Inservice Plan, Broward County School District develops and maintains an inservice education and training program for all employees based on an assessment of training needs in the district and local schools. The inservice education and training program is planned, developed, and administered based on the requirements of the Florida Department of Education rule 6A-5.071. As required by State Rule 6A-5.071, the Broward County Master Inservice Plan contains:

- Guidelines and Criteria
- Component Numbers
- Add-On Endorsements
- Professional Development Alternatives

This document is an update to the Master Inservice Plan for Broward County School District. The Master Inservice Plan is approved by the Broward County School Board by September 1 and submitted by the Human Resource Development Department (HRD) to the Commissioner of Education by October 1 of each year.

To support the implementation of the Broward County School District's Master Inservice Plan, each site in the district has at least one (preferably two) Inservice Facilitator(s) (Supplementary Pay Schedule, Teachers' Contract). To perform their task, each Inservice Facilitator is trained in inservice processes and procedures, provided with procedural references, and supported by HRD.

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1.0 Professional Pathways Policy 4214

1.1 Broward County School Board's Professional Pathways Policy 4214

THE BROWARD COUNTY SCHOOL BOARD PLACES A HIGH VALUE ON ITS HUMAN RESOURCES AS THE STRENGTH AND FOUNDATION OF THE ENTIRE ORGANIZATION. PROFESSIONAL PATHWAYS IS A COORDINATED SYSTEM THAT IS STANDARDS-BASED, JOB EMBEDDED, AND FOCUSED ON ADULT LEARNING COLLABORATION. IT SUPPORTS THE BELIEF THAT CONTINUOUS IMPROVEMENT RESULTS IN A FOCUS ON INCREASED STUDENT ACHIEVEMENT AND SCHOOL EFFECTIVENESS. THIS POLICY IS FOR ALL EMPLOYEES, AND SHALL BE A DYNAMIC ONGOING AND SUSTAINED COMPREHENSIVE PROCESS. THIS POLICY IS ALIGNED WITH THE SEVEN STERLING CRITERIA OF LEADERSHIP, STRATEGIC PLANNING, CUSTOMER FOCUS, INFORMATION AND ANALYSIS, HUMAN RESOURCE FOCUS, PROCESS MANAGEMENT AND RESULTS. IT IS THE BASIS FOR ESTABLISHING AND MAINTAINING PROFESSIONAL DEVELOPMENT AS A PRIORITY FOR ALL DISTRICT PERSONNEL.

TO FACILITATE THE ACHIEVEMENT OF THE GOALS OF THIS POLICY, THE BROWARD COUNTY EDUCATION CONSORTIUM IS ESTABLISHED AS THE COORDINATING BODY FOR PROFESSIONAL PATHWAYS AND OTHER INITIATIVES BETWEEN THE BROWARD COUNTY SCHOOL BOARD, HIGHER EDUCATION INSTITUTIONS SERVING BROWARD COUNTY, AND AUXILIARY PARTNERS.

AUTHORITY: F.S. 1001.41

Policy Adopted: 8/20/96

Policy Amended: 11/13/01

RULES:

1. Professional Development Model

Professional Development must adhere to the following District's Professional Development Model criteria:

- Identify Content - The knowledge, skills and attitudes to be acquired through Professional Development.
- Implement Process - Research-based components of Professional Development.
- Ensure Context - Those internal and external environmental conditions to support Professional Development
- Assess Impact - Effect of Professional Development on student achievement and job performance

This model of Professional Development adheres to the following national standards

a. Context

- Professional development begins with establishing learning communities whose goals are aligned with those of the school and district
- Professional development promotes leaders who guide continuous instructional improvement
- Professional development requires resources to support adult learning and collaboration

b. Process

- Professional development uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement
- Professional development uses multiple sources of information to guide improvement and demonstrate impact
- Professional development encompasses a wide variety of delivery options that are appropriate to the intended goal
- Professional development applies knowledge about human learning and change
- Professional development provides educators with the knowledge and skills to collaborate

c. Content

- Professional development prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments
- Professional development holds high expectations for student achievement
- Professional development deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately
- Professional development provides educators with knowledge and skills to involve families and other stakeholders appropriately

d. Assessing the impact of Professional Development is embedded in the National Standards

2. Professional Development Standards

All professional development must be in alignment with the national standards regarding context, process, and content, and it must be continuously assessed to evaluate its impact on student achievement and staff effectiveness. These standards include the following:

a. A long-range vision/focus on:

- Student achievement based on well-defined outcomes
- The district's mission and strategic plan
- District and zone priorities
- School/department improvement process and plan
- School/department mission
- Professional development's national standards
- Individual performance and growth

b. A process of on-going identification and analysis of adult learning needs which is determined by:

- Individual professional growth needs
- A school/department needs assessment (e.g. School Improvement Plan)
- Self-evaluation
- Target areas
- Data (when appropriate)
- Content and process

c. A system for the selection of effective research-based professional development opportunities which:

- Meets the needs of participant
- Is based on specific criteria
- Impacts student achievement and school/department effectiveness
- Adheres to the district's Professional Development model
- Supports the needs of the school/department
- Provides a focus for the school/department

d. The identification of a professional development plan that addresses school/department needs:

- Based upon the school/department improvement plan
- Developed by a representative group of stakeholders
- Supported by adequate resources obtained through internal and/or external sources
- Designed to provide a continuum of learning over a designated period of time of at least one year.
- Inclusive of technology training needs
- Inclusive of a recognition/reward process
- Inclusive of alternate delivery methods
- Inclusive of collegial learning communities
- Inclusive of building capacity within the school/department

- e. An organized system of adult learning which will ensure that:
 - The superintendent establishes a district focus on learning
 - The principal/department head establishes a focus on learning
 - The principal/department head provides time for learning
 - Leadership is aware of adult change readiness stages (awareness, acceptance, ownership and internalization)
 - Leaders will facilitate dialogue about change
 - Adult learning is aligned to the district's mission, strategic plan, and \ school/department improvement plan
 - There is a commitment to a professional development continuum which incorporates adult learning styles
 - There is a system for identification and analysis of supervision and peer evaluation
 - Interested individuals have the opportunity to develop a professional growth plan, however, it is a state mandate that all teachers have a professional growth plan
 - Research-based models for learning utilizing (theory, demonstration, practice, observation, coaching, feedback)
 - Each school/department has identified staff certified through the Staff Developer Series offered by the Human Resource Development Department as on-site trainers
 - Acquired learning is shared with others

- f. A systematic process and procedure for accessing resources for professional development (e.g. time, flexibility, money, human resources, materials, research, best practices, technical assistance) which will:
 - Utilize existing resources
 - Redirect existing resources
 - Access new resources from varied funding sources

- g. A system for continuous evaluation of professional development for district departments and individual schools. The system will provide for the collection of data which measures:
 - Immediate participant reaction to training
 - Knowledge gained from training
 - Application of learning
 - Sharing of knowledge with colleagues
 - Impact on student learning (3-5 years) including benchmarks of progress
 - Return On Investment (ROI) which feeds back to the selection and compensation system
 - Integration of results into the organization for accountability purposes

3. Professional Development Guidelines:

- a. Professional development initiatives will be assessed for effectiveness in achieving strategic plan goals
- b. Schools and zones, with district support, are responsible for developing a core of trainers and facilitators to implement their initiative
- c. All new district initiatives will be supported by a professional development plan when appropriate
- d. A system will be established to review models, disseminate programs and resources, and serve as a clearinghouse throughout the district
- e. Each school/department will articulate a process for Professional Development in its improvement plan
- f. A continuum of professional development will be provided for the specialized orientation and training needs of role-alike groups
- g. A system will be maintained to publicize, record, track and evaluate all formally initiated professional development activities

4. The Superintendent shall establish and maintain administrative procedures for implementing the Broward County Education Consortium.

5. The Superintendent has established a district Training and Development Ad-Hoc Committee that will address the development of a non-instructional continuum.
6. A continuum of professional development for the training needs of instructional staff will be established as a means of attracting and retaining classroom teachers. (See attached Professional Pathways: A Continuum of Instructional Professional Development chart.)
 - a. The continuum consists of four stages of professional development which include:
 - Pre-Professional/Foundation Stage -a field experience or student teacher who is exploring his/her commitment to the teaching profession
 - Professional/Application Stage - a teacher who is beginning to put theory into practice and test his/her classroom skills
 - Accomplished Practice Stage - a teacher who has reached the level of impact in the classroom and is able to routinely implement strategies that increase student achievement
 - Teachers as Leaders Stage- a teacher who is able to demonstrate mastery in the classroom and continuously reflects on improving his/her skills
 - b. The Pre-Professional through Accomplished Practice stages of the continuum will be based on the State's 12 Educator Accomplished Practices which are:
 - Assessment
 - Communication
 - Continuous Improvement
 - Critical Thinking
 - Diversity
 - Ethics
 - Human Development and Learning
 - Knowledge of Subject Matter
 - Learning Environments
 - Planning
 - Role of the Teacher
 - Technology
 - c. The Teachers As Leaders Stage will be based on the National Board for Professional Teaching Standards' Five Core Propositions on what teachers should know and be able to do. They are:
 - Teachers are committed to students and their learning
 - Teachers know the subjects they teach and how to teach those subjects to students
 - Teachers are responsible for managing and monitoring student learning
 - Teachers think systematically about their practice and learn from experience
 - Teachers are members of Learning Communities
 - d. The district will establish, and/or align support systems/programs to assist instructional staff at each stage of the continuum. There is a minimum requirement of three years as a classroom teacher in order to achieve the national certification candidacy stage of the continuum.

A Continuum of Instructional Professional Development

Pre-Professional /
Development

Professional
Application

Accomplished
Practice

Teachers as
Leaders

EXAMPLES OF SUPPORT FOR CONTINUOUS IMPROVEMENT

- Field Experiences
- Aligned College Courses
- BCE Consortium
- Professional Development Schools
- Alternative Certification Education (ACE)

- New Teacher Academy (NTA)
- New Educator Support System (NESS)
- Early Release Days
- Summer Academies
- Professional Development Network (PDN)
- Reading Coaches
- On-site and District Professional Development
- Professional Growth Plan

- Action Research
- Demonstration Classrooms
- Broward Guild of Teachers
- Application Process
- Zone Coaches
- On-site and District Staff Development
- Professional Growth Plan
- NBCT Application Process

- National Board Certified Teachers
- National Board Candidate Mentoring
- Broward Guild of Teacher Projects
- Teachers as Leaders Program
- Participation in the Florida Future Teachers of America (FFTA)
- On-site and District Professional Development
- Professional Growth

2.0 Professional Development System

2.1 District Professional Development Systems

Florida Statute 1012.98 requires that districts develop and submit a professional development system for approval by the Department of Education. A checklist for District Professional Development Systems was distributed to guide districts in developing their professional development systems. District systems have been reviewed by teams of district and university staff according to requirements as reflected in the checklist below.

Florida Statute 1012.98 Requirements

Requirement:

1. Design a Professional Development System that is aligned and linked with student and personnel needs, based on data sources:
 - School improvement plans
 - Annual performance appraisal data for teachers/administrators
 - Annual school reports
 - Student achievement data
 - Parental satisfaction information
 - School discipline data
 - Other _____
2. Inservice activities included in the system shall primarily focus on:
 - Reading
 - Sunshine State Standards, subject content, teaching methods
 - Technology
 - Assessment and data analysis
 - Classroom management
 - Family Involvement
 - School safety
3. Districts must require school principals to establish and maintain individual professional development plans for each instructional employee.
4. Individual professional development plans for instructional personnel include:
 - Inservice needs clearly related to specific student performance data for those to which assigned
 - Clearly defined training objectives
 - Specific measurable improvements in student performance resulting from training activity
 - Evaluation component that determines effectiveness of plan
5. The professional development system must include inservice activities for school administrative personnel that address updated skills for effective school management and instructional leadership.
6. Written verification that the master inservice plan meets all requirements.

Professional Development System submitted includes:

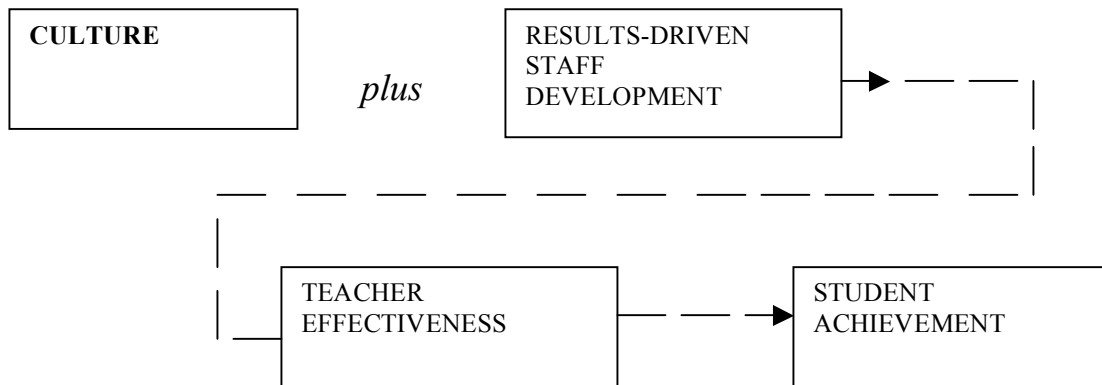
1. Amount of money spent in each inservice area and other major expense categories :
 - Sunshine State Standards, subject content, teaching methods
 - Technology
 - Assessment and Data Analysis
 - Classroom management
 - School Safety
2. Methods for determining training needs of instructional and administrative personnel.
3. Methods for identifying target audiences.
4. Provision for the continuous evaluation of professional development programs.

Bureau of Educator Recruitment and Professional Development

2.2 Broward’s Professional Development System

Broward County, with a more than 274,000 multicultural student population, 17,000 instructional staff, and 251 schools, has met the challenge of personalizing professional development in this large urban system by utilizing a comprehensive approach which focuses on linking professional development to student achievement.

In order to improve teacher effectiveness, a professional development system has been readied to establish a district-wide adult learning environment resulting in increased student achievement. Broward's conceptual framework for student achievement is:



Culture

To provide district direction and leadership, the School Board of Broward County, Florida has established a standards-based framework of quality expectations for all students.

The **Broward Accountability Policy** establishes this framework for school improvement. That policy, in turn, provides the structure for three additional policies designed to redefine excellence in education in Broward County. The first is the Standards of Service that defines the expectations for quality student achievement by outlining core competencies which all students need to become productive citizens. The second, **Standards of Student Services**, provides the individual student with the support services necessary to promote and ensure overall student achievement and personal growth. The third policy, **Professional Pathways**, outlines the **Standards of Practice** for professional development opportunities for all employees of the School Board of Broward County.

Professional development in Broward County is founded on the principle of continuous growth and focuses on developing a continuum of experiences from pre-service, teacher induction, and inservice culminating in National Board Certification. The Human Resource Development department is responsible for ensuring that Professional Development is high quality, results-driven, based on research and best practices, and accessible to all employees. The district has incorporated the National Professional Development Council (NSDC) standards for content, context, and process in the **Professional Pathways Policy**. The district monitors the implementation of the **Professional Pathways Policy** from the initiation through the evaluation phases of Professional Development activities.

By mandating that school and department improvement plans are supported by Professional Development, the **Accountability Policy** ensures that all members of the educational community engage in professional growth opportunities. These improvement plans strive to meet individual needs within the context of Major System Goals and/or School/Zone/Department Plans.

Beliefs, Goals, and Outcomes

Broward's Professional Pathways Policy is a critical component of the Accountability Policy because it recognizes that if school improvement efforts are to succeed, all individuals in our school district must have the skills and knowledge to effectively improve student achievement. Professional development in Broward County:

- satisfies organizational and individual needs in a large urban district by balancing district leadership and individual choice to determine the content of the program.
- adheres to high quality standards, is results-driven, and builds a culture of continuous improvement.
- is an integral component of the district's plan to ensure all students achieve high standards.
- is supported by the School Board's policy and belief system as well as by substantial financial, personnel, and time resources.
- supports teachers' efforts to reach high standards as delineated in the district's job description.
- has documented results of its effectiveness in improving student achievement.

The District Strategic Vision for Professional Development clearly articulates that Professional Development in Broward County is a coordinated system that is standards-based, job-embedded and collaborative which builds a culture of continuous improvement resulting in school effectiveness and increased achievement for all students. To ensure that the vision becomes institutionalized in every facet of the organization, goals and action teams guide the implementation process:

- All Professional Development is coordinated and evaluated for adherence to district Professional Development standards.
- All Professional Development providers adhere to the district's approved Professional Development model.
- All Broward County employees have access to Professional Development which supports their individual learning plans.
- All employees will have individual learning plans aligned to school/department, and district goals.
- All employees will be accountable for continuous growth based on their Professional Development plans, as measured by individual progress towards meeting the school/department and district goals.

The Strategic Vision reflects the purpose of the new legislation. To achieve these goals, the district provides support above and beyond those required by the Appropriations Bill. This support includes an expanded use of technology in the areas of distance learning and just-in-time training to ensure that goals are met.

Results-Driven Professional Development

Central to these goals is the implementation of the Results-Driven Professional Development model developed by the Human Resource Development department. This model provides support for the institutionalization of changes in teaching and student learning that result in increased student achievement of all children no matter what their background, level, or capability. The extensive research used to develop Broward's Critical Content for students and Essential Teacher Knowledge for teachers provides a sound rationale for believing that these models will improve teaching and learning.

District Results-Driven Professional Development Model

Problem Identification

The results-driven Professional Development model starts with a vision and a focus that is identified through a gap analysis between actual and expected performance.

Ensuring Alignment with District Goals

All Professional Development, whether initiated by an individual, school, department or the district, must align with the school district's Major Systems Goals, school or department goals, and school improvement plans and must meet district content, process, and context standards.

Identify Outcomes and Program Evaluation System

Professional Development must be outcome-based and results-driven. All Professional Development must clearly delineate what the learner should know and be able to do. Therefore, clear learner outcomes and a methodology for evaluating the transference of new knowledge, skills and techniques are developed. These outcomes serve as a guide to determine which new knowledge, strategy or technique needs to be acquired by the learner. In addition, these clear learner outcomes help determine the audience.

Develop Appropriate Professional Development Activities and Conduct a Needs Assessment

All Professional Development must be designed to adhere to National Professional Development Standards and adult learning principles. Professional Development must include needs assessments which clearly identify developmental levels. In this model, three stages of development have been identified: Awareness, Early Use, and Routine Use.

Conduct High Quality Professional Development

Professional Development must be research-based and be provided through a variety of delivery systems which include job-embedded strategies. These activities meet the content, context and process standards as identified by the National Professional Development Council.

Institutionalization of the Initiative

Professional Development must establish and support teaching communities. All Professional Development activities will include follow-up and feedback. The expectation of this model is that all new knowledge, strategies, and techniques will be institutionalized in the classroom and lead to improved student achievement.

Continuous Improvement Loop

Professional Development must be continuously evaluated for its effectiveness and redesigned to meet the needs of the individual learner and the organization

- When the new knowledge, strategies, and techniques are institutionalized in the classroom then student achievement data is analyzed to determine if students improved.
- If the new knowledge, strategies, and techniques are not institutionalized then barriers prohibiting institutionalization are identified and support provided. Once new knowledge, strategies, and techniques are institutionalized the data is reviewed.

Evaluation of Professional Development Activities

There are three levels of evaluation of Professional Development activities. The first level is a process evaluation that the participant completes at the end of the training session. Using the activity evaluation sheet, each participant assesses the degree to which the objectives were addressed in the sessions.

Secondly, the initiation process as described in the Results-driven Professional Development Guidelines requires each individual activity contain an impact evaluation component. Each individual initiating Professional Development must specify how the application of skills learned or behavior change will be assessed. Using the evaluation design, each participant completes the analysis at the time the activity is closed. The activity closing date is a date after the participant has implemented the new knowledge.

This data is used to provide the trainer feedback on the effectiveness of the activity. A one-page report of the results of the impact evaluations are submitted to HRD with closeout documents.

The third level of evaluation takes place as part of the Professional Growth Plan process. In this case, a holistic look is taken at the total impact of the teacher's plan. The teacher documents student achievement gains obtained from each activity and highlights the two most and least effective experiences. The teacher feedback is compiled for each site in a summary report. The administrator analyzes the data to complete a final evaluation of Professional Development conducted at the site.

All three levels of evaluation are used to modify individual activities as needed.

3.0 Master Inservice Plan

3.1 State Board of Education, Administrative Rules

6A-5.071 Master Inservice Plan Requirements

(1) Pursuant to Sections 230.23 and 236.081, Florida Statutes, each district school board shall develop and maintain an inservice education and training program for all employees based on an assessment of training needs in the district and local schools as described in Sections 231.600 and 236.0811, Florida Statutes. The inservice education and training program shall be planned, developed, and administered consistent with the law and rules of the State Board and the Commissioner of Education. The program shall be described in a district's master plan for inservice education.

(2) The master plan for inservice educational training shall be updated annually by September 1, and approved each year by the district school board, director of a developmental research school, or governing authority of an eligible state education agency or organization of nonpublic schools pursuant to the criteria and procedures as follow in subsections (3) through (7) of this rule.

(3) The plan shall include all inservice educational components for all employees from all fund sources including, but not limited to, the following areas:

(a) Professional development and staff development activities for implementation of school improvement plans for the current fiscal year pursuant to Section 236.0811, Florida Statutes.

(b) Specific components as prescribed in Section 236.0811, Florida Statutes,

(c) Inservice training for school reform and accountability pursuant to Sections 229.591 and 229.592, Florida Statutes,

(d) Approved add-on certification programs pursuant to Section 231.174, Florida Statutes,

(e) District management training program pursuant to Section 231.087(5), Florida Statutes, and

(f) Professional and technical updating for vocational instructional personnel pursuant to Section 231.614, Florida Statutes.

(4) Each component shall remain in the plan for a period of at least five (5) years and shall include:

(a) Title,

(b) An identifying number assigned in accordance with DOE Information Data Base Requirements: Volume II Staff Information System as incorporated by reference in Rule 6A-1.0014, FAC., in accordance with Section 229.555(2), Florida Statutes,

(c) The maximum number of inservice points to be awarded for successful completion of the component,

(d) A description of general and specific objectives and activities to be completed,

(e) Component evaluation criteria for determining:

1. Successful participant completion,
2. The degree to which specific objectives have been addressed by the component activities as determined by the participants and component leaders, and
3. The effect of the inservice education and training in the educational setting.

(5) A component developed after the annual approval of the plan shall be approved as an amendment to the plan by the school board, director of the developmental research school, or governing authority of an education agency or a nonpublic school organization and shall meet the criteria in subsection (4) of this rule.

(6) Inservice points awarded for successful completion of a component shall be assigned as follows:

- (a) One (1) inservice point shall be equivalent to one (1) clock hour of participation,
- (b) Points awarded for completion of college credit shall equate to inservice participation as follows:
 1. One (1) semester hour shall equal twenty (20) inservice points,
 2. One (1) quarter hour shall equal thirteen (13) and one-third inservice points.

(7) An annual review of the previous year's program operations shall be made and shall include a determination of the program's effectiveness and the carry-over effects of the inservice education and training into the educational settings.

(8) By October 1 of each year, a letter verifying that the school board, director of the developmental research school, or governing authority of the education agency or nonpublic school organization has approved the master inservice educational training plan and that the plan meets the criteria pursuant to this rule shall be sent to the Commissioner.

(9) Master inservice plan records shall be maintained and data shall be reported as follows:

(a) Each school district shall report data information for all approved inservice education and training components as required by the DOE Information Data Base Requirements: Volume II Staff Information System in accordance with Section 229.555(2), Florida Statutes. Other education agencies and organizations of nonpublic schools with approved master inservice plans without Department of Education automatic data reporting capabilities shall report by October 1 of each year the required inservice component data information using nonautomated equivalent means;

(b) Information shall be maintained for each component to include the following:

1. Dates the component was delivered,
2. Names of component leaders,
3. Names of participants and performance records,
4. Evaluation of the component,

5. Criteria for successful completion; and

(c) Information shall be maintained for each component participant to include the following:

1. Title and number of the component,
2. Dates of participation,
3. Satisfactory or unsatisfactory completion, and

4. Number of inservice points to be awarded, the eligibility of the points to be used for certification, and expiration date of the educator's certificate(s) if applicable. All requirements for renewal of a Professional Certificate on the basis of completion of inservice points pursuant to Section 231.24, Florida Statutes, and Rule 6A-4.0051, FAC., shall be met.

(10) A developmental research school operated under the control of the State University System, an eligible state education agency, or an organization of nonpublic schools that meets criteria specified in Section 236.0811(2), Florida Statutes, may develop and submit a master plan for inservice education and training to the Department for initial approval by the Commissioner. The initial plan shall be developed meeting all criteria in subsections (3) through (7) of this rule. After initial approval of a plan, the continued approval of the master plan shall be in accordance with the criteria and procedures in subsections (2) through (8) of this rule and requirements for reporting and data maintenance as required in subsection (9) of this rule.

Specific Authority 231.600, 236.0811(2) FS. Law Implemented 230.23(4)(1), 231.087(5), 231.600, 236.081(3), 236.0811, 237.34(3)(b)(c) FS. History - New 11-25-75, Formerly 6A-5.72, Amended 4-10-79, 6-28-83, 7-15-84, 12-26-85, Formerly 6A-5.71, Amended 8-28-95, 7-2-98.

c.f. DOE Information Data Base Requirements: Volume II Staff Information System

3.2 High Quality Professional Development

High Quality Professional Development is a standards-based systemic approach of continuous professional growth through planning, delivery, follow-up, and evaluation resulting in improved job performance and increased student achievement.

Vision

Broward County School District will have high quality Professional Development at the District, School and Faculty levels.

Mission

We, at HRD, are committed to raising student achievement by supporting the design, coaching, and facilitation of high quality Professional Development programs that improve the performance of all district employees.

Beliefs

Context

- We believe all students can learn.
- We believe adult learning communities focused on school and district goals improves the learning of students.
- We believe that leaders who guide continuous instructional improvement, improve learning for all students.
- We believe that in order for student learning to improve, there must be resources to support adult learning and collaboration.

Process

- We believe Professional Development must be data-driven to determine adult learning priorities, to monitor progress, and to help sustain continuous improvement.
- We believe Professional Development must use multiple sources of evaluative information to guide improvement and demonstrate impact.
- We believe in preparing educators to apply research-based practices to make decisions.
- We believe in designing and using learning strategies that are aligned with the intended goal.
- We believe in applying knowledge about human learning and change.
- We believe in providing educators with the knowledge and skills to collaborate.

Content

- We believe in equity – preparing educators to understand and appreciate all students, create safe and supportive learning environments, and hold high expectations for students' academic achievement.
- We believe Professional Development must enhance quality teaching and deepen educators' content knowledge and provide research-based instructional strategies/assessments to meet State Standards.
- We believe in providing educators with knowledge and skills to involve families and other stakeholders appropriately.

3.3 Inservice Guidelines

The inservice goal is to provide a systematic process designed to increase the competencies needed by instructional personnel to perform their assigned duties. The competencies addressed are knowledge, attitudes, skills, aspirations, and behaviors. They are intended to enable personnel to perform their tasks with maximum effectiveness.

These competencies are new skill sets beyond the scope of assigned duties and responsibilities and are intended to realize performance improvements. For this reason, the completion of assigned duties or responsibilities does not qualify for inservice points or inservice funds.

3.4 Activities Eligible for Inservice Points

Professional Development activities that may be eligible to receive inservice points include:

- Workshops (internal and external)
- Electronic, interactive
- Electronic, non-interactive
- Independent Study
- Action Research
- Learning Communities
- CEUs (Continuing Education Units)

3.5 Activities Not Eligible for Inservice Points

Participants will not receive inservice points for any activity that is part of their assigned job task or for activities considered personal improvement (not directly related to his/her job responsibilities), informational meetings, etc.

Examples of activities that will not receive inservice points include, but are not limited to, the following:

- Administering/scoring tests for students
- Attending activities designed for personal improvement, e.g. tax preparation, financial planning, stress management
- ~~Attending breakfasts, lunch, dinner or banquets that do not have a guest speaker~~ (moved to Independent Study)
- Attending meetings / informational sessions
- Chaperoning / activities involving students
- Completion of grants / RFPs
- Evaluating textbooks
- Processing registration
- Performing an activity that does not incorporate all the quality Professional Development standards
- Record-keeping
- Serving as an inservice facilitator
- Serving/attending bargaining agency meetings
- Serving on councils, committees, or advisory boards (Ex. SACS, COE)
- Testing/screening students
- Writing curriculum guides/materials

3.6 Standards for Quality Professional Development

In order for each Professional Development activity to be eligible for inservice points, it must meet quality standards, extend over a stated period of time (a minimum of 3 hours), and adhere to the following specific conditions:

- Utilize a needs assessment tool to identify the target audience and the specific gaps to be addressed
- State specific objectives that are SMART (specific, measurable, attainable, relevant, timely)
- Include a developed outline and curriculum for each activity
- Utilize the most effective method of delivery, i.e. workshop, distance learning, computerized training, study group, independent study, etc.
- Name appropriate activities for job embedded follow-up that aligns to the specific objectives
- Identify a method(s) to provide written and/or verbal feedback that is accessible to all participants
- Identify the evaluation process and provide a method to assess impact on student achievement and/or job performance

3.7 Inservice Points Criteria

The following are the guidelines for the awarding of inservice points:

For inservice points within a validity period:

- The maximum points that a participant can earn under a component during the validity period of their certification is based on the assigned number of maximum points for the component in the Master Inservice Plan. (Maximum per single component=120)

- A maximum of 60 inservice points can be earned for each alternative Professional Development (independent study, external workshop) during a validity period.

Time allotments for inservice points:

- A Professional Development activity must extend a minimum of 3 learning hours.
- At least seventy-five percent (75%) of the total hours must be spent in knowledge acquisition.
- A maximum of twenty-five percent (25%) of the hours may be spent in site competency demonstration.
- One inservice point is equal to one clock hour of successful participation in an approved inservice activity.
- Partial points are not awarded.
- Six inservice credits is the maximum per day for workshops or conferences.
- Special permission from HRD Inservice Administration prior to the event, is required for Professional Development that exceeds a daily maximum of six hours.
- The same class may not be taken twice for inservice points.

Inservice points for Certified Achievement Program (CAP)

- Points may be accumulated for the use of CAP incentive awards as per the Federation of Public Employees Clerical/Secretarial Contract guidelines. The program is designed to offer these employees incentives to improve the skills required for current positions as well as to help them qualify for promotional opportunities. (*Application deadline May 15, Form #4379 7/13/06*)

Inservice points for facilitation

- Trainers may receive points for serving as trainer the first time an activity is available.

Use of college credits

- Points may be granted for completing approved college credit. College credit is valued at: one (1) semester-hour of credit is equal to twenty (20) inservice points; one (1) quarter hour is equal to thirteen (13) inservice points.
- College credits may be combined with inservice points for recertification and/or Incentive Awards.

Certification/Recertification Information

- Teaching Certificates may be renewed with 120 inservice points, with college courses or with a combination of college credit and inservice points.
- Inservice points for recertification are not applicable beyond the current validity period.
 - Exceptions:
 - Points received for ESOL Endorsement and specific Reading course work are “bankable” for use beyond the current validity period for an indefinite period of time.
 - Inservice points earned during Temporary Certification may not be used towards Professional Certification requirements except for “bankable” Reading courses.
- All Professional Development activity, including job-embedded follow-up and impact evaluation, must be completed prior to June 30 of the current recertification year for the inservice points to be applied toward renewal of the Professional Certificate.

- Inservice points may be transferred within the State of Florida by contacting the originating certification department, who will then send the requested inservice records to the new certification department.

Inservice Points Eligibility Requirement

- Eligibility for inservice points is based upon:
 - Attendance at all scheduled learning hours
 - Mastery of 80% of specific objectives as listed in each event
 - Completed follow-up / site competency demonstration
 - Completion of the Business Event Appraisal in ESS prior to the close of the workshop in SAP.

3.8 Historical Background of Master Inservice Plan

The Broward County Master Inservice Plan contains the professional development component criteria used to initiate Professional Development activities for all employees.

- This plan was originally approved in 1983.
- The School Board approved a revised five-year Master Inservice Plan in 1998.
- In 2000 the Professional Development System was approved by the School Board and sent for state approval.
- In 2001, minor revisions, including the Professional Growth Plan timeline were approved by the School Board.
- In 2002, revisions were approved for individual Professional Growth Plans and forms and revisions to the Component numbers to comply with the new Department of Education Information Database requirements.
- In 2003, an update included the Instructional Support Continuum, an addition to the Professional Pathways Policy, the overview of the Quality Review process, and the new component numbers/descriptions.
- The 2004 update defines High Quality Professional Development, adds the Professional Development Alternative-ESE to the component list, adds the Reading Endorsement Add-on Certification and identifies activities that are eligible for inservice points based on the revised standards for Quality Professional Development.
- The 2005 update adds components for:
 1. ESOL Category IV
 2. Staff Developers' Program
 3. Reading Instruction-Bankable
- The 2005 Update deletes components for:
 1. Adaptive Physical Education Add-On Endorsement
 2. Secondary Health
- The 2006 Update includes: 1) Creation of Components for: One Voice-Broward's Effective Schools Program, World Languages, p.26-27 2) Deletion of Approval to Attend Professional Conference form (incorporated into Independent Study form), p.29, 3) Creation of Record Retention document for Inservice records, p.31, 4) Professional Development Expectations, p.33-36, 5) Priorities, p.39, 6) Guidelines, p.40, and 7) Procedures for Non-School Board Employees, p.41.adds components for:

3.9 Guidelines to Create New Component Numbers

Each component shall remain in the plan for a minimum of five (5) years and shall include:

1. A title
2. The primary purpose:
 - a. Add-On Certification,
 - b. Alternative Certification,
 - c. FL Educators Certificate Renewal,
 - d. Professional Cert/License Renewal or,
 - e. Professional Skill Building
3. An identifying number assigned in accordance with the DOE Information Database Requirements
4. Component Status
 - a. New
 - b. Revised
 - c. Deleted
5. The maximum number of inservice points to be awarded for successful completion of the component
6. A description of general and specific objectives and activities to be completed
7. Component evaluation:
 - a. Successful participant completion
 - b. The degree to which specific objectives have been addressed by the component activities as determined by the participants and component leaders, and
 - c. The impact of the inservice education and training in the educational setting.
8. Program manager name and department

(See sample next page.)

(See Request to Add/Change/Delete Component form in Forms.)

3.10 Sample Request for New Inservice Component

Title: SAMPLE	Primary Purpose: <input type="checkbox"/> Add-On Certification <input type="checkbox"/> Alternative Certification <input type="checkbox"/> FL Educators Certificate Renewal <input type="checkbox"/> Professional Cert./License Renewal <input type="checkbox"/> Professional Skill Building	Program Number: Component Status - Circle: New Revised Inactive
Begin Date:	End Date:	Maximum Points:

General Objectives:

Statement of component purpose - Audience and content that will be addressed.
 Statement of expected participant results - Describe what participants are expected to achieve as a result of completing the component.
Ex. The purpose of this component is to introduce elementary teachers to updated concepts of biosystems by teaching them the latest terminology used in describing life interrelationships.

Specific Objectives: Upon completion of this inservice activity participants will be able to:

Behaviorally written statements indicating the competencies to be gained by a participant upon successful completion of a program. Objectives must be:

1. Sufficient in number to warrant the number of points being awarded
2. Comprehensive and detailed to indicate to the trainer and participant the competencies to be gained through completion of all the component activities (knowledge acquisition 75%, site competency demonstration 25%).
3. Measurable

Example: Upon successful completion of the component, all participants will be able to conduct teaching units on bio-systems for elementary students using both teacher and student demonstration and discovery approaches.

Activities: <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Demonstrations <input type="checkbox"/> Discussions <input type="checkbox"/> Expert Presentations <input type="checkbox"/> Field Trips <input type="checkbox"/> Listening Activities <input type="checkbox"/> Panel Discussions <input type="checkbox"/> Product Creations <input type="checkbox"/> Readings <input type="checkbox"/> Role Playing <input type="checkbox"/> Skill Practice <input type="checkbox"/> Special Projects <input type="checkbox"/> Study Groups <input type="checkbox"/> Viewing Activities <input type="checkbox"/> Other	Participant Evaluation: <input type="checkbox"/> Action Plan Development <input type="checkbox"/> Demonstration <input type="checkbox"/> Portfolios <input type="checkbox"/> Post-Tests <input type="checkbox"/> Product Development <input type="checkbox"/> Other	Component Evaluation: Business Event Appraisals from the HRMS system will be used to evaluate this component.
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Contact	Department

3.11 Broward County Inservice Components 2006-2007

(alpha listing)

Component #	Component Title
51301001	Adult and Community Education
51000001	Art Education
54401001	Assessment
51011001	Athletic Coaching
54409001	Clinical Educator
51416001	Code of Ethics
51005001	Communicable and Non-Communicable Diseases
51406001	Communication
51005002	Community Health
51005003	Concepts of Health
51512001	Continuous Improvement
51005004	CPR, AED, CPR Instructor's & BLS Instructor's Course
51007001	Critical Thinking
51503001	Diversity
58506001	Educational Paraprofessional Personnel
52001003	English for Speakers of Other Languages
51005005	Environmental Health
51001017	ESOL Category IV for Guidance Counselors
51001016	ESOL Category IV for School-Based Administrators
51001001	ESOL Endorsement Category I Course: Applied Linguistics
51001002	ESOL Endorsement Category I Course: Cross-Cultural Communication and Understanding
51001003	ESOL Endorsement Category I Course: Curriculum and Materials Development
51001004	ESOL Endorsement Category I Course: Methods of Teaching ESOL
51001005	ESOL Endorsement Category I Course: Testing and Evaluation
52001004	ESOL Endorsement Category II Course: ESOL Strategies for Content Area Teachers
52001005	ESOL Endorsement Category III Course: Issues and Strategies for Teaching Limited English
51103001	Exceptional Student Education
51005006	Family Life/Human Sexuality
51005007	First Aid and First Aid Instructor's Course
58505001	Food and Nutrition Service
57505001	Food and Nutrition Service Management
51004001	Foreign Language
52105001	Gifted: Curriculum Development
52100003	Gifted: Education of Special Populations of Students
52100002	Gifted: Guidance and Counseling
52100001	Gifted: Nature and Needs

3.11 Broward County Inservice Components 2006-2007

(alpha listing continued)

Component #	Component Title
52100004	Gifted: Theory and Development of Creativity
51005008	Growth and Development
51005009	Hazards and Accidents
51005010	Health Education/Services
51411001	Human Development and Learning
57513001	Interim Assistant Principal Program
57513003	Interim Principal/First Year Principal Program
57513002	Intern Principal Program
51008001	Language Arts
57502001	Leadership Development -District Based
57513004	Leadership Development -School-Based
57507001	Leadership Experiences and Administrative Development (LEAD)
52404001	Learning Environment
51407001	Library Media
58510001	Maintenance/Facilities Servicepersons
51009001	Mathematics
51005011	Mental and Emotional Health
51412001	Multicultural and Global Education
51010001	Music
52409001	New Educator Support System (NESS)
51005012	Nutritional Needs
58509001	Office Support Personnel
54400001	One Voice – Broward’s Effective Schools Program
51011002	Physical Education and Dance
57408001	Planning Instruction
51102001	Professional Development Alternative - ESE (PDA-ESE) Assessment
51103002	Professional Development Alternative - ESE (PDA-ESE) Foundations
51100001	Professional Development Alternative - ESE (PDA-ESE) Instructional Practices
51100003	Professional Development Alternative - ESE (PDA-ESE) Interpersonal Interaction and Participation
51100002	Professional Development Alternative - ESE (PDA-ESE) Language Development
51101001	Professional Development Alternative - ESE (PDA-ESE) Positive Behavior Supports
51103003	Professional Development Alternative - ESE (PDA-ESE) Transition
58515001	Pupil Transportation
52013002	Reading Endorsement: Application of Differentiated Instruction - Competency 5
54013001	Reading Endorsement: Assessment - Competency 3
51013002	Reading Endorsement: Differentiation - Competency 4
52013001	Reading Endorsement: Language and Cognition - Competency 1
52013004	Reading Endorsement: Practicum - Competency 6

3.11 Broward County Inservice Components 2006-2007

(alpha listing continued)

Component #	Component Title
52013003	Reading Endorsement: Research-Based Practices - Competency 2
52013006	Reading Endorsement Virtual Track -Advanced Reading Processes
52013005	Reading Endorsement Virtual Track -Foundations of Reading
54013002	Reading Endorsement Virtual Track -Reading Assessment and Instructional Interventions
52013007	Reading Endorsement Virtual Track -Reading in the Content Area
54013003	Reading Endorsement Virtual Track-Facilitating Assessment Issues in Reading
51013001	Reading Instruction
51013003	Reading Instruction - Bankable
52408001	Role of the Teacher
52512001	School Improvement 2003 - 2004
52512002	School Improvement 2004-2005
52512003	School Improvement 2005-2006
52512004	School Improvement 2006-2007
52512005	School Improvement 2007-2008
51015001	Science
58511001	Security Personnel
51016001	Social Studies
58501001	Staff Developers' Program
58409001	Student Support Services
51005014	Substance Abuse
55404001	Substitute Teacher Professional Development
53003001	Technology Applications
53003002	Technology Systems and Operations
53003003	Technology-Curriculum Integration
51210001	Vocational Education
51004002	World Languages
56005015	Youth Suicide

3.12.1 Broward County Inservice Components - NEW

Title:		Primary Purpose:	Component Number/Status:
One Voice -Broward's Effective Schools Program	<input type="checkbox"/> Add-On Certification <input type="checkbox"/> Alternative Certification <input type="checkbox"/> FL Educators Certificate Renewal <input type="checkbox"/> Professional Cert./License Renewal <input type="checkbox"/> Professional Skill Building		5-4-400-001
			New
Begin Date:		End Date:	Maximum Points:
10/05/2005			60

General Objectives:
 Provide Broward County school-based leaderships, instructional staff, district administrators and support staff with research-based strategies, techniques and best practices at the foundation and application training levels to assist schools in obtaining sustained learning gains in student academic performance.

Specific Objectives:
 Upon completion of this inservice activity participants will be able to:

1. Recognize the goal of the One Voice Plan as it applies/aligns with participant position/job role
2. Outline the seven descriptors named as Correlates of Effective Schools based on the research results of Lawrence Lezotte, compile evidence of the correlates at the participant's worksite, develop plans to align worksite climate/culture, design assessment of positive impact on students academic performance
3. Define the components of the Eight Step Process, examine data, employ data-driven decisions about student learning and Professional Development, and evaluate the effectiveness of the steps in their environment based on the Brazosport School District strategies
4. Describe the nine research-based high-yield strategies based on the work of Robert Marzano, and demonstrate application of the strategies to their school, content area, grade level, and/or classroom based on their instructional role in a school environment
5. Recognize the impact of poverty on academic achievement, differentiate the hidden rules of economic class, explain the cognitive structure necessary for learning and create an appropriate model to address poverty from the work of Ruby Payne
6. Employ the structures approach, Action Research that guides participants through problem formation, data collection, data analysis, reporting results and action planning
7. Review classroom management strategies and implementation styles for K-12 teachers with the intent to reduce disruptive behavior, referrals and increase student on-task time. The goal is to improve student achievement with proactive and positive classroom behavior management
8. Develop knowledge of skills and the competencies needed to effectively engage in continuous quality improvements as Broward Schools employees and as leaders of schools to be able to align strategic plans or School Improvement Plans with the Sterling Process
9. Identify and apply an effective structure for school leadership to guide classroom visits and reflective follow-up that focus on factors to support student achievement

Activities:	Participant Evaluation:	Component Evaluation:
<input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Demonstrations <input type="checkbox"/> Discussions <input type="checkbox"/> Expert Presentations <input type="checkbox"/> Field Trips <input type="checkbox"/> Listening Activities <input type="checkbox"/> Panel Discussions <input type="checkbox"/> Product Creations <input type="checkbox"/> Readings <input type="checkbox"/> Role Playing <input type="checkbox"/> Skill Practice <input type="checkbox"/> Special Projects <input type="checkbox"/> Study Groups <input type="checkbox"/> Viewing Activities	<input type="checkbox"/> Product Creations <input type="checkbox"/> Readings <input type="checkbox"/> Role Playing <input type="checkbox"/> Skill Practice <input type="checkbox"/> Special Projects <input type="checkbox"/> Study Groups <input type="checkbox"/> Viewing Activities <input type="checkbox"/> Other	<input type="checkbox"/> Action Plan Development <input type="checkbox"/> Demonstration <input type="checkbox"/> Portfolios <input type="checkbox"/> Post-Tests <input type="checkbox"/> Product Development <input type="checkbox"/> Other Business Event Appraisals from the HRMS system will be used to evaluate this component.

Contact	Department
Camille Edwards Spence	Human Resource Development

3.12.2 Broward County Inservice Components - NEW

World Languages	<input type="checkbox"/> Add-On Certification <input type="checkbox"/> Alternative Certification <input type="checkbox"/> FL Educators Certificate Renewal <input type="checkbox"/> Professional Cert./License Renewal <input type="checkbox"/> Professional Skill Building	5-1-004-002
		New
Begin Date:	End Date:	Maximum Points:
07/01/2006		120

General Objectives:

To provide World Languages to educators and/or non-instructional support personnel knowledge, skills, and competencies to enhance the necessary skills and strategies for the effective instruction and understanding of World Languages. Upon successful completion of this component, educators and/or non-instructional personnel will be able to utilize skills, strategies, and resources as delineated in the specific objectives below.

Specific Objectives:

Upon completion of this inservice activity participants will be able to:

1. Apply changes in policy, laws, rules, regulations, and procedures governing World Languages classroom instruction.
2. Communicate accurate knowledge of World Languages in a language and style appropriate to the learner regardless of culturally and linguistically diverse backgrounds.
3. Utilize references, materials, strategies, and technologies of/for foreign languages in a manner appropriate to the developmental state of the learner.
4. Organize a breadth of World Languages knowledge and skills to enable students to approach and interrelate content from a variety of perspectives, interest, and points of view.
5. Assist and collaborate with colleagues from other subject fields in the integration of foreign languages into their curriculum.
6. Implement World Languages methods, trends, and research that improve student performance.
7. Apply World Languages knowledge to real-world situations and link to other disciplines.
8. Demonstrate knowledge of District and State curriculum requirements and programs of studies, and required instruction (233.061) of foreign language.
9. Develop short-and long-term professional goals relating to knowledge of World Languages.
10. Demonstrate in-depth understanding of content and skills in World Languages.

Activities:

Participant Evaluation:

Component Evaluation:

<input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Demonstrations <input type="checkbox"/> Discussions <input type="checkbox"/> Expert Presentations <input type="checkbox"/> Field Trips <input type="checkbox"/> Listening Activities <input type="checkbox"/> Panel Discussion <input type="checkbox"/> Product Creations <input type="checkbox"/> Readings <input type="checkbox"/> Role Playing <input type="checkbox"/> Skill Practice <input type="checkbox"/> Special Projects <input type="checkbox"/> Study Groups <input type="checkbox"/> Viewing Activities	<input type="checkbox"/> Product Creations <input type="checkbox"/> Readings <input type="checkbox"/> Role Playing <input type="checkbox"/> Skill Practice <input type="checkbox"/> Special Projects <input type="checkbox"/> Study Groups <input type="checkbox"/> Viewing Activities <input type="checkbox"/> Other	<input type="checkbox"/> Action Plan Development <input type="checkbox"/> Demonstration <input type="checkbox"/> Portfolios <input type="checkbox"/> Post-Tests <input type="checkbox"/> Product Development <input type="checkbox"/> Other
		Business Event Appraisals from the HRMS system will be used to evaluate this component.

Contact

Department

Blanca M. Guerra	Core Curriculum – World Languages
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3.13 Teacher Education Add-on Programs
Approved by the Florida Department of Education

(April 2005)

Broward County School District

3531 Davie Road
Davie Florida 33314
754- 321-5000

Professional Development

Dr. Leontine Butler, Assistant Superintendent

Code	Program	Level	Initial	Latest	Expires	Program Notes
338	Endorsement: ESOL		1994	2002	2007	
488	Endorsement: Reading		2004		2009	
339	Endorsement: Gifted		1984	2002	2007	

Specific information on each Endorsement is available from the responsible department.

3.14 Professional Development Alternatives

External workshops, seminars, on-line courses, learning communities, CEUs and independent study are all valid Professional Development alternatives to workshops for earning inservice points. Each activity must meet the quality standards, extend over three (3) or more learning hours and adhere to the specific inservice requirements outlined for each activity as stated below. A participant can earn a maximum of sixty (60) inservice points within a validity period for completing an alternative Professional Development activity.

3.14.1 Conference

~~A Conference is sponsored by a non-Broward County School Board organization or vendor, is not an initiated event (not in HRMS), offers concurrent sessions with a variety of topics and provides participants with a choice of sessions and activities.~~

Requirements:

- ~~1. A participant can earn up to sixty (60) inservice points within a validity period. A maximum of up to six (6) inservice points can be earned per day. Only one (1) inservice point for exhibit visits per conference. Special permission from HRD Inservice Administration, prior to the event, is required for staff development that exceeds a daily maximum of six (6) hours or additional time spent in exhibits.~~
- ~~2. Participant must demonstrate job embedded follow up and impact on student achievement or job performance.~~
- ~~3. The participant's principal or designee must approve the conference based on relevance to instructional staff's Professional Growth Plan (PGP) and/or school goals prior to the event and validate follow up and evidence of impact by signing the appropriate forms following the staff development.~~
- ~~4. To submit proof of participation, a participant must log his/her activities on the Record of Participation Form with each day broken down in detail by time and session.~~
- ~~5. HRD Inservice must receive all three approved forms within six (6) months of the Conference for the participant to receive inservice points. HRD does not require any of the three (3) forms before they are completed and approved by an administrator.~~

3.14.2 Independent Study

An *Independent Study* is a Professional Development alternative that is self-directed by the participant. He/she determines the overall area of focus, the specific objectives, and then chooses two or more approved Professional Development learning tools/activities to achieve the specific objectives over a specified period of time.

Requirements:

1. Independent study is to be used as an alternative only when no other Professional Development opportunity is available to satisfy the individuals identified performance need.
2. The participant must utilize a minimum of two (2) different learning tools/activities (as defined on forms 2004D-1 and 2004D-2) within the study. If a professional conference is identified as one of the learning tools, the following additional criteria apply:
 - a. Maximum of six inservice points per day
 - b. Maximum of 1 inservice point for exhibit visits per conference
 - c. Points cannot be awarded for: business/committee/advisory meetings, registration, breakfast/lunch/dinner without a speaker, activities involving students.
 - d. Must include agenda with sessions attended highlighted
 - e. Must include proof of attendance (receipt/certificate)

3. The participant's administrator or designee must pre-approve the Independent Study based on relevance to participant's Professional Growth Plan (PGP) and/or School Improvement Plan (SIP) prior to the start of the independent study.
4. Participant must log his/her activities on the Record of Participation Form with each day broken down in detail by time and session or attach a class syllabus with hours and dates (form 2004B)
5. The participant must demonstrate job embedded follow-up and document impact on student achievement or job performance as a result of the independent study.
6. Participant's administrator (or designee) must validate completion of follow-up and documentation of impact by signing form 2004E following the Professional Development.
7. Participant must send forms 2004D-1, 2004D-2, 2004B and 2004E completed and signed by Administrator to HRD within six (6) months of the end date stated on the application.

3.14.3 External Workshop

An *External Workshop* can be delivered as a workshop or online Professional Development course offered by an outside vendor and is not initiated in the HRMS system.

Requirements:

1. The participant must attend all the scheduled sessions.
2. The participant's administrator (or designee) must pre-approve the External Workshop based on relevance to participant's Professional Growth Plan (PGP) and/or School Improvement Plan (SIP) goals prior to starting the course (form 2004).
3. Participant must log his/her activities on the Record of Participation Form with each day broken down in detail by time and session or attach a class syllabus with hours and dates (form 2004B)
4. The participant must demonstrate job-embedded follow-up and document impact on student achievement or job performance.
5. The participant's administrator (or designee) must validate completion of follow-up and documentation of impact on student achievement/job performance by signing form 2004E.
6. The participant must send all three completed forms (2004, 2004B & 2004E) plus other required documents (proof of attendance, syllabus/agenda) to HRD within six (6) months of the end date of the activity.

3.15 Record Retention of Inservice Files

Goal: To organize all Inservice files for events sponsored by a site in one central location to meet state five (5)-year retention requirements. (General Records Schedule GS7 for Public Schools Pre-K-12, Adult and Vocational/Technical)

1. Guidelines:

File Folders

- One file folder per Business Event
- Tab on file folder should contain the following information:
 - Component name
 - Workshop Name
 - Business Event Number
 - Dates of Business Event (begin, intermediate, end)

On Inside Cover of Folder

- BET and BE numbers
- Close-out date (date closed in SAP)
- Organizer Name
- Trainer Name
- Inservice Facilitator Name (who completed SAP transactions)

Contents of file folders

- Description of course (SAP brochure or BET application)
- Sign-in sheets with trainer signature for each day in session
- Cancellation list from SAP
- Final SAP roster
- Description/sample/scores of pre/post mastery activity
- Description/sample of follow-up activity
- Follow-up checklist with names and code (Yes-submitted and approved, No-Not submitted, Revised-Submitted after revisions)
- Business Event Appraisal Report
- External participant appraisals with summary
- External participant: copy of Certificate of Completion (Gold)

2. Central location for storage

- a. Identify file cabinet
- b. Current fiscal year open and closed files remain with organizer. Collect in May/June to place in file cabinet.
- c. Years 1 to 5 files to be stored in the central location file cabinet(s)
- d. Year 6 and beyond can be discarded (shred documents with any identifying information on them.)

3.17.1 Expectations for Attending Professional Development Events

A Professional Development Event is defined as an activity which has a specific start and end date, a specific amount of required time, and which results in earning inservice points for participants who complete all requirements of the event.

Prior to the Professional Development Event:

- Select event based on professional growth needs.
- Plan to attend the event with a co-worker
- Register via the site Inservice Facilitator, via the Virtual University website for on-line courses, or by application through the organizing department. Trainers will print a roster from the registration within 24 hours of start time and date.
- Print a copy of the registration confirmation letter for an event from your ESS mail. Participants may see their Inservice Facilitator for assistance. This letter specifically notes “confirmed” or “waitlisted” for the event. Only confirmed participants should plan to attend the course. Trainers will use this letter as proof of registration.
- Participants should not attend an event if not registered.
- Participants should cancel from an event at least 24 hours prior to the start date and time by either contacting their Inservice Facilitator or calling the **Professional Development HOTLINE**. Failure to do so will result in a “NO SHOW” for the participant for the event. Organizers may distribute attendance lists, including “NO SHOW”s, to administrators.
- Participants should check their CAB mailbox for notices of event changes or call the **Professional Development HOTLINE**. If an event must be cancelled, the organizer will notify the participant via CAB email.

During the Professional Development Event:

- Arrive early to ensure correct location of room
- Participants should bring their confirmation letter to the first session of the event.
- Look for an agenda and other materials that may be available for you to pick up as you enter the room.
- Participate actively and encourage others to do so.
- Participants must attend ALL scheduled sessions of the event. Trainers will keep official sign-in forms as verification of attendance.
- Participants should adhere to start and end times of the event. Trainers may deny admission to the event if participant arrives after start time and/or return from lunch/dinner break later than 15 minutes. Credit will be received for full time attendance only.
- Participants may be asked to sign in at the beginning of each session and upon return from lunch or dinner break. Trainers will provide a daily sign-in sheet and remove sign-in sheet 15 minutes after start time.

After the Professional Development Event:

- Find someone who will work with you as a peer coach or partner as you implement the new practices you learned.
- Participants will apply what they learned through the Professional Development event at their work place or in their job and send follow-up information as specified by the trainer of the event to the trainer/organizer. Follow-up work may include: written reflection, site observation, samples of work, or Principal checklist. Organizers will review and save materials as evidence of follow-up.
- Participants will complete the Business Event Appraisal via ESS. Organizers will closeout the event within 30 days of the posted end date and print a summary report of the appraisals for their records.
- Inservice points will be awarded *only if* attendance is complete, the follow-up information is provided to the Trainer/Organizer and the Business Event Appraisal is completed by the deadline specified.

3.17.2 Expectations for Trainers of Professional Development Events

Prior to Professional Development Event

- Obtain copy of Sign-In Sheet (Use standardized form not blank sheet of paper)
- Review course content with organizer
- Meet with co-trainer
- Practice the training
- Organize time
- Ensure all materials are available
- Arrive 30 minutes prior to workshop start time for room set-up (with the exception of Online Training)
- Check equipment
- Review housekeeping information
- Consider refreshments

During Professional Development Event

Adhere to event attendance guidelines

- Start on time
- Establish ground rules/norms
- Share needs assessment data with participants
- Share agenda with participants
- Follow the course content as designed
- Encourage participation, don't dominate discussion
- Be accessible during breaks and lunch for questions
- Honor design and time-frame
- Establish way for participants to contact you or organizer/coach/peer with questions
- Remind participants of criteria for Inservice credit/payment
- Points awarded if participant:
 1. Attends all sessions
 2. Completes follow-up assignments
 3. Completes online Professional Development appraisal by specified date

Following Professional Development Event

- Leave the room equal or better than the way you found it
- Review follow-up for competency demonstration and coaching needed
- Ensure all fields of the sign-in sheet are complete
- Return sign-in sheet and follow-up documentation to Event Organizer
- Turn in timesheets for payment in a timely manner

3.17.3 Expectations for Organizers of Professional Development

Prior to Professional Development Event

- Develop design based on specific objectives identified in needs assessment
 - Include participant self-assessment in planning
 - Establish specifics (time, date, location, etc.)
 - Contracts signed, lodging, transportation
 - Initiate/advertise – adhere to timelines
 - Identify/schedule trainers
 - Review with trainer
 - Identify location/room set-up
 - Organize equipment/software/materials
 - Signage/maps/directions to location
 - Cancel events with low enrollment (72 hours)
- Provide emergency contact numbers

During Professional Development Event

- Observe Professional Development meets design
- Troubleshoot

Following Professional Development Event

- Collect sign-in sheets
- Collect follow-up documentation
- Pay individuals (trainer/participants)
- Complete close-out process

3.18 From Article Five, Conditions of Employment, Teachers' Contract

L. Teacher Planning Days:

(L3) Schools have flexibility on how to utilize up to their current allocation of twenty-seven (27) hours per year of the total time available for professional development, exclusive of time allocated for teacher planning and preparation. Professional development activities shall be scheduled on planning days and two additional early release days exclusive of the four (4) early release days specified in Section W below.

(L4) 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.

(L5) 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. They shall examine the utilization of the total time for professional development during the two (2) additional early release days (excluding the four (4) early release days devoted to grades) and the ten (10) planning days for the school year, exclusive of the time allocated for individual teacher planning and preparation.

(L6) After gathering input from the faculty, the teams shall develop customized activities for the Professional Development time allotted to the early release days (as stated above) and the ten (10) planning days. If the team is unable to agree upon the activities for the days, the Superintendent and the BTU President shall appoint an equal number of persons to serve on an intervention team to mediate the situation and assist the school in developing appropriate activities. A final appeal may be presented to the Superintendent and BTU President for disposition. A copy of the activities and time allotment shall be provided to the BTU and Employee Relations.

(L7) If, after establishing the activities for the early release days and the planning days, the School Professional Development Team determines that additional professional development time is needed to achieve the goals of the SIP, then the school shall initiate a waiver vote for the additional use of up to a maximum of eight (8) additional hours or teacher planning time for professional development purposes. This waiver vote shall follow the waiver vote process contained in Article 15, but shall not be considered a schedule change vote. The waiver and vote results along with the plan for the use of such additional time shall be forwarded to the BTU and Employee Relations.

(L8) The Board recognizes teachers as professionals and shall provide the flexibility necessary for each department/grade level to plan and implement such activities.

M. Use of Planning Days:

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

1. Elementary Schools, Exceptional and Alternative Education Centers = 3 teachers
2. Middle Schools = 4 teachers
3. High Schools and Vocational Centers = 6 teachers

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

3.19 Professional Development Criteria and Priorities High, Middle, Elementary & Centers

The chart below lists the content focus areas that can be delivered by district personnel and attended by school-based staff during the school day on the specified days only.

Level	Approved Areas of Focus	Designated Day
High Schools	Critical Content (Includes All Subject Areas) The Components Of The One Voice –Broward’s Effective Schools Program: Correlates of Effective Schools Eight Step Instructional Process Classroom Walk-through High Yield Strategies Framework For Understanding Poverty CRISS McRel DETA	Wednesday
Middle Schools	Critical Content (Includes All Subject Areas) The Components Of The One Voice –Broward’s Effective Schools Program: Correlates of Effective Schools Eight Step Instructional Process Classroom Walk-through High Yield Strategies Framework For Understanding Poverty Champs CRISS McRel DETA Four Blocks Balanced Literacy Learning Centers With Multiple Modules Reading Endorsement Sharing Best Practices Six Traits Springboard Vocabulary Strategies	Thursday
Elementary Schools	Critical Content (Reading, Writing, Math and Science) The Components Of The One Voice –Broward’s Effective Schools Program: Correlates of Effective Schools Eight Step Instructional Process Classroom Walk-through High Yield Strategies Framework For Understanding Poverty Champs I and II Behavior Management ESE Requirements ESOL Requirements and Strategies	Tuesday
Centers	Center principals will have the discretion of assigning their teachers the day and training areas of their choice	At Principal’s Discretion

Created 2006-2007

3.20 PROFESSIONAL DEVELOPMENT SCHEDULING GUIDELINES

This chart identifies the days available to be utilized for Professional Development by schools on Early Release and Planning days.
A total of 27 hours is specified in the BTU contract.

DESCRIPTION	SPECIAL CONSIDERATIONS
Teacher Planning Day	3 out of 4 pre-planning days may be used for Professional Development, but one day must be reserved for school business (meetings, etc.)
Teacher Planning Day	
Teacher Planning Day	
Teacher Planning Day	
Early Release Day	
Early Release Day	Cannot be used for Professional Development – End of Quarter
Teacher Planning Day	
Early Release Day	Cannot be used for Professional Development – End of Quarter
Teacher Planning Day	
Teacher Planning Day	
Early Release Day	Cannot be used for Professional Development – End of Quarter
Teacher Planning Day	
Teacher Planning Day	
Early Release Day	
Early Release Day	Cannot be used for Professional Development – End of Quarter
Teacher Planning Day	

District Scheduled Professional Development Timelines

- Afternoon/Saturday events start second week of term
- Online events start second week of term
- T-W-Th “Designated Training” days start third week of term
 - **BLACKOUT DATES**
 - First two weeks of school
 - FCAT week and week prior to start of testing
 - Last full week of school
 - Early release and planning days

Created 2006-2007

3.21 Procedure for Participation in SBBC Professional Development Activity by Non-School Board Employee (Not valid in SAP)

1. Non-School Board employee contacts sponsoring school/department to verify space availability in Professional Development activity.
2. Sponsoring school/department or Charter School office registers participant in event as an External Person.
3. Sponsoring school/department requests Certificate of Completion of an Inservice Activity form from HRD.
4. Professional Development activity proceeds including follow-up and evaluation.
5. Certificate of Completion is completed by sponsoring school/department.
 - Signature of Instructor must be signed by the actual trainer
 - Signature of Principal/Administrator is signed by the sponsoring/organizing Principal/Administrator.
 - Signature of HRD Inservice Administrator is left blank.
 - Gold copy is retained by organizer.
6. Completed certificates are sent to HRD/Inservice along with a signed copy of the sign-in sheet.
7. HRD Inservice Administrator signs certificate.
 - Copy is mailed to participant
 - Copy is filed at HRD
8. Sponsoring school/department and HRD copies of certificates are to be kept on file for a minimum of 5 years.

3.22 Inservice Forms

3.22.1 Add/Change/Delete Inservice Component

Title:	Primary Purpose:	Component Number and Status:			
	<input type="checkbox"/> Add-On Certification <input type="checkbox"/> Alternative Certification <input type="checkbox"/> FL Educators Certificate Renewal <input type="checkbox"/> Professional Cert./License Renewal <input type="checkbox"/> Professional Skill Building	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Add</td> <td>Revise</td> <td>Delete</td> </tr> </table>	Add	Revise	Delete
Add	Revise	Delete			

Begin Date:	End Date:	Maximum Points:

General Objectives:

Specific Objectives:

Activities: (check all that apply)	Participant Evaluation:	Component Evaluation:
<input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Demonstrations <input type="checkbox"/> Discussions <input type="checkbox"/> Expert Presentations <input type="checkbox"/> Field Trips <input type="checkbox"/> Listening Activities <input type="checkbox"/> Panel Discussions <input type="checkbox"/> Product Creations <input type="checkbox"/> Readings <input type="checkbox"/> Role Playing <input type="checkbox"/> Skill Practice <input type="checkbox"/> Special Projects <input type="checkbox"/> Study Groups <input type="checkbox"/> Viewing Activities <input type="checkbox"/> Other	<input type="checkbox"/> Action Plan Development <input type="checkbox"/> Demonstration <input type="checkbox"/> Portfolios <input type="checkbox"/> Post-Tests <input type="checkbox"/> Product Development <input type="checkbox"/> Other	Business Event Appraisals from the HRMS system will be used to evaluate this component.

Contact	Department

3.22.2 Application for External Workshop Credit

Application for External (Non-HRMS) Workshop

ALL INFORMATION MUST BE PRINTED OR TYPED

Use this form to request inservice points for participating in a workshop or on-line course that is not initiated in HRMS. Applicant must participate in all sessions of the course.

- . Step 1: Complete and obtain administrative approval THREE WEEKS prior to the start of the activity.
- . Step 2: Create a folder for related materials and RETAIN AT WORKSITE until Step 6.
- . Step 3: During the sessions, log your activities on the Record of Participation Form or attach a class syllabus with hours and dates.
- . Step 4: Complete the follow-up work and document the impact.
- . Step 5: Obtain Administrator's signature validating follow-up and impact evaluation.
- . Step 6: Compile the required documentation, make a copy for your records, and forward all forms and documents to HRD/Inservice.

1. LAST NAME: FIRST NAME 2. WORK LOCATION: 3. PERS NO: 4. WORK PHONE:

5. POSITION:

<input type="checkbox"/> Instructional <input type="checkbox"/> Other... <input type="checkbox"/> Non-Instructional <input type="checkbox"/> School-Based Admin <input type="checkbox"/> District-Based Admin	<p style="text-align: center;"><i>Identify Level(s):</i></p> <input type="checkbox"/> Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> All Grades <input type="checkbox"/> K-2 <input type="checkbox"/> 9-12 <input type="checkbox"/> District <input type="checkbox"/> 3-5 <input type="checkbox"/> Adult
--	---

6-A. COURSE TITLE: 6-B. COURSE SPONSOR:

7-A. COURSE START DATE 7-B. COURSE END DATE 7-C. ESTIMATED TIME IN SESSION:

8. BUSINESS EVENT GROUP/COMPONENT#: 9. COMPONENT NAME:

AREA OF FOCUS (Select one)

<input type="checkbox"/> Assessment/Data Analysis	<input type="checkbox"/> Sunshine Standards/Reading Critical Content	<input type="checkbox"/> Technology
<input type="checkbox"/> Classroom Management	<input type="checkbox"/> Sunshine Standards/Writing Critical Content	<input type="checkbox"/> Other...
<input type="checkbox"/> Family Involvement	<input type="checkbox"/> Sunshine Standards/Science	
<input type="checkbox"/> School Safety	<input type="checkbox"/> Sunshine Standards/Other	
<input type="checkbox"/> Sunshine Standards/Math Critical Content	<input type="checkbox"/> Teaching Methods/Strategies	

11. NEEDS ASSESSMENT

<p>A. (Check one needs assessment instrument used to determine the necessity of this activity):</p> <input type="checkbox"/> Classroom Observation/FPMS <input type="checkbox"/> APPAS <input type="checkbox"/> Departmental Needs Assessment <input type="checkbox"/> IPAS <input type="checkbox"/> Essential Teacher Knowledge Inventory <input type="checkbox"/> PGP <input type="checkbox"/> Effective Classroom Practice Rubric <input type="checkbox"/> SIP <input type="checkbox"/> Accomplished Practice <input type="checkbox"/> Student Achievement Data <input type="checkbox"/> DETA Survey <input type="checkbox"/> Other (Explain): <input type="text"/>	<p>B. Based on the results of my needs assessment, my area in need of improvement is:</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
---	--

12. SPECIFIC OBJECTIVES (List what you expect to learn by completing this course):

13. Applicant's Signature: _____ Date: _____

14. APPROVAL TO ATTEND EXTERNAL (NON-HRMS) WORKSHOP (Do NOT proceed without administrative approval):

By approving this activity, the principal/administrator deems that it is a staff development activity aligned with school/department goals.

Print Name of Approving Administrator: _____

Print Title of Approving Administrator: _____

Signature of Approving Administrator: _____

Form No. 2004 (7/04)

If you have questions regarding the completion of this form, contact your Inservice Facilitator or HRD Inservice



Approval to Attend Professional Conference

ALL INFORMATION MUST BE PRINTED OR TYPED

Use this form to request inservice points when attending a conference. Staff development alternatives allow a maximum of 60 inservice points per validity period.

- **Step 1:** Complete and obtain administrative approval THREE WEEKS prior to conference, create a folder for related materials and RETAIN AT WORKSITE until Step 6.
- **Step 2:** During the conference, log your activities on the Record of Participation Form.
- **Step 3:** Upon your return, complete the follow-up work and document the impact.
- **Step 4:** Obtain administrator's approval signature for follow-up and impact.
- **Step 5:** Compile the required documentation (proof of attendance, copy of agenda, conference forms).
- **Step 6:** Make a copy for your records and forward all forms and documentation to HRD/Inservice.

1. LAST NAME: FIRST NAME 2. WORK LOCATION: 3. PERS NO: 4. WORK PHONE:

5. POSITION:

<input type="checkbox"/> Instructional	<input type="checkbox"/> District-Based Admin	<i>Identify Level(s):</i>
<input type="checkbox"/> Instructional Support	<input type="checkbox"/> All Employees	
<input type="checkbox"/> Non-Instructional	<input type="checkbox"/> Other...	
<input type="checkbox"/> School-Based Admin		

<input type="checkbox"/> Pre-K	<input type="checkbox"/> 6-8	<input type="checkbox"/> All Grades
<input type="checkbox"/> K-2	<input type="checkbox"/> 9-12	<input type="checkbox"/> District
<input type="checkbox"/> 3-5	<input type="checkbox"/> Adult	

6-A. COURSE TITLE: 6-B. COURSE SPONSOR:

7-A. COURSE S#

8. BUSINESS EV

10. IDENTIFIEI

<input type="checkbox"/> Sunshine Sta	Safety ogy
<input type="checkbox"/> Sunshine Sta	
<input type="checkbox"/> Sunshine Sta	

DELETED

11. NEEDS ASSESSMENT

A. (Check one needs assessment instrument used to determine the necessity of this activity):

<input type="checkbox"/> Classroom Observation/FPMS	<input type="checkbox"/> IPAS
<input type="checkbox"/> Departmental Needs	<input type="checkbox"/> PGP
<input type="checkbox"/> Essential Teacher Knowledge Inventory	<input type="checkbox"/> SIP
<input type="checkbox"/> Effective Classroom Practice Rubric	
<input type="checkbox"/> Accomplished Practice	
<input type="checkbox"/> Student Achievement Data	
<input type="checkbox"/> DETA Survey	
<input type="checkbox"/> Other (Explain): _____	
<input type="checkbox"/> APPAS	

B. Based on the results of my needs assessment, my area in need of improvement is:

C. Because....(Use quantifiable data)

12. OVERALL GOAL (State your expected focus at the conference):

13. Applicant's Signature: _____ Date: _____

14. APPROVAL TO ATTEND CONFERENCE (Do NOT proceed without administrative approval):

By approving this activity, the principal/administrator deems that it is a staff development activity aligned with the school/department goals.

Print Name of Approving Administrator: _____

Print Title of Approving Administrator: _____

Signature _____ Date _____

If you have questions regarding the completion of this form, contact your Inservice Facilitator or HRD Inservice

3.22.4 Business Event Type (BET) Application Design Template

Section I: Business Event Type Information (BET)

This BET data entry form will facilitate initiation of a Business Event Type (OOET) and the first Business Event (BE) under that Business Event Type (must enter at least one BE for a BET to be accepted). Keep this form for your reference and retain a copy in the Inservice files at your location for the required 5 year period.

1. Start Date BET: _____ End Date: 12/31/9999

2. Abbreviated BET Title (max 12 characters including spaces) _____

3. BET Title (max 40 characters including spaces) _____

(For lines 4 & 5 below – Select from the approved list of Program names & numbers attached)

4. Business Event Group# _____

5. Business Event Group Title _____

6. Component Function (check one box)

<input type="checkbox"/> 1 – Subject Content	<input type="checkbox"/> 5 – Classroom Management
<input type="checkbox"/> 2 – Instructional Methodology	<input type="checkbox"/> 6 – School Safety/Safe Learning Environment
<input type="checkbox"/> 3 – Technology	<input type="checkbox"/> 7 – Management/Leadership/Planning
<input type="checkbox"/> 4 – Assessment and Data Analysis	<input type="checkbox"/> 8 – General Support

7. Component Subject Area Number (See attached list of choices. Select one)

8. Professional Development Hours:

Hours in learning activity _____ (Minimum 75% of total hours must be spent in knowledge, attitude, skill, aspiration or behavior acquisition)

Hours for follow-up _____ (Maximum 25 % of Total hours)

9. Inservice Points _____ (___ learning activity hours + ___ follow-up hours = _____ total points)

10. Target Audience (Check One)

- | | | |
|--|---|--|
| <input type="checkbox"/> Administrators | <input type="checkbox"/> Food Service | <input type="checkbox"/> Paraprofessionals |
| <input type="checkbox"/> All Employees | <input type="checkbox"/> Instructional K-5 | <input type="checkbox"/> Pre-K |
| <input type="checkbox"/> Career, Technical ,Adult, | <input type="checkbox"/> Instructional K-12 | <input type="checkbox"/> Non-instructional |
| <input type="checkbox"/> Clerical/Secretarial | <input type="checkbox"/> Instructional 6-8 | <input type="checkbox"/> Specific Audience |
| <input type="checkbox"/> Facilities / Maintenance | <input type="checkbox"/> Instructional 9-12 | <input type="checkbox"/> Transportation |

11. Needs Assessment

(Identify the needs assessment instrument used to determine the basis for offering this event. Check one or more.)

- | | |
|---|---|
| <input type="checkbox"/> A - Benchmark Assessment Tests | <input type="checkbox"/> E - Professional Growth Plan |
| <input type="checkbox"/> B - Demographic Data | <input type="checkbox"/> F - State/Agency Review |
| <input type="checkbox"/> C - FCAT Results | <input type="checkbox"/> G - School Improvement Plan |
| <input type="checkbox"/> D - Performance Observation | <input type="checkbox"/> H - Structured Interview Results |
| | <input type="checkbox"/> I - Other |

Form 2002 SDI-1 (7/2002) (Rev 7/2006)

12. Gap Analysis List the specific performance gaps identified during the Needs Assessment process.

13. Professional Development Activity Level: Check the level that matches the Professional Development event:
 r Foundation Professional Development events which support practitioners in acquiring content knowledge.
 r Application Professional Development events which support practitioners in the application and analysis of content and strategies.
 r Accomplished Professional Development events whereby practitioners refine and expand their practice.

14. Area of Focus (Check One)

<input type="checkbox"/> Assessment and Data Analysis	<input type="checkbox"/> Program Requirement
<input type="checkbox"/> Classroom Management	<input type="checkbox"/> School Safety
<input type="checkbox"/> Family Involvement	<input type="checkbox"/> Subject Content/Teaching Methods
<input type="checkbox"/> Federal/State Requirement	<input type="checkbox"/> Technology
<input type="checkbox"/> Job Performance	

15. Delivery Method (Check One)

- | | | |
|--|--|--|
| <input type="checkbox"/> A - Workshop | <input type="checkbox"/> C - Electronic, Non-Interactive | <input type="checkbox"/> E - Action Research |
| <input type="checkbox"/> B - Electronic, Interactive | <input type="checkbox"/> D - Study Group/Learning | <input type="checkbox"/> F - Independent Study |

16. Activities (Check only those that apply to this particular activity)

- | | | | | |
|---|---|--|---|---|
| <input type="checkbox"/> Cooperative | <input type="checkbox"/> Expert Presentations | <input type="checkbox"/> Panel Discussions | <input type="checkbox"/> Role Playing | <input type="checkbox"/> Study Groups |
| <input type="checkbox"/> Demonstrations | <input type="checkbox"/> Field Trips | <input type="checkbox"/> Products | <input type="checkbox"/> Skill Practice | <input type="checkbox"/> Viewing Activities |
| <input type="checkbox"/> Discussions | <input type="checkbox"/> Listening Activities | <input type="checkbox"/> Readings | <input type="checkbox"/> Special Projects | <input type="checkbox"/> Other |

17. Specific Objectives

Identify the knowledge, attitudes, skills, aspirations, and/or behaviors that the participant can expect to change with the application of the new learning gained. Identify what the participant will know and be able to do at the end of the Professional Development event. Specific objectives should be written in SMART terms (Specific, Measurable, Attainable, Relevant, Timely). List only those specific objectives that can be accomplished within the timeframe of the Professional Development design. The specific objectives of the BET should align with the specific objectives of the Program (Business Event Group).

18. Follow-up Method

Check the one method to be used to collect data about the participants' acquisition and mastery of the specific objectives. The results will verify 80% mastery of the content by the participant.

- M - Structured Coaching/Mentoring
- N - Action Research
- O - Collaborative Planning
- P - Participant Product
- Q - Study Group
- R - Electronic –Interactive
- S - Electronic-Non –interactive

19. Impact Evaluation

Check one that describes how you will measure the impact of the Professional Development event with relation to behavior changes, improved job performance and/or student achievement.

- A – District developed/standardized student test results
- B – School constructed student test results
- C – Portfolios of student work
- D – Checklists of student performance
- E – Charts and graphs of student progress
- F – Other performance assessment

20. Additional Comments for BET (e.g. pre-requisites, materials, application required)

21. Professional Development Description

An overview of the course used for advertising purposes. The description should include 2 or 3 sentences that identify the purpose, the overall goal, and the major topics of the event.

22. Business Event Type Info: Advertise Yes No

23. Designer Information:

Last name: _____ First name: _____ PIN # _____

24. Designer Organizational Unit _____

SAVE YOUR WORK IN OOET.

RECORD THE BET # NOW. _____

SECTION II: Business Event Information (BE)

The information in this section of the data entry form will assist you in creating the initial Business Event associated with the Business Event Type. You must create at least one Business Event before the Business Event Type will be accepted for use.

25. Start Date of first BE _____

26. Abbreviated BE Title (only if different from BET abbreviation) (12 characters max) _____

27. BE Title (only if different from BET title) (30 characters max) _____

28. Location _____ (Enter location where sessions will be held.)

29. Main Schedule Model (Hours in schedule must match Hours In Session, Follow-Up, and Inservice Points. See #8 and 9)

Day Number _____ **Day Segment (Number of Hours and Start Time)** _____

(Ex. Day 1) _____

(Ex. 3 hours 8 am) _____

(Ex. Day 31) _____

(Ex. FLWUP1) _____

30. Max. Capacity _____ (Maximum and Optimum capacity should be entered as the same amount.)

31. Internal Price _____ **External Price** _____ (The cost for internal and external participants.)

32. Additional Comments (BE) (in addition to BET comments)

33. Organizer Name _____ **PIN #** _____

34. Organizer Department _____

Be sure to save your work at this time.

Record your Business Event number. _____

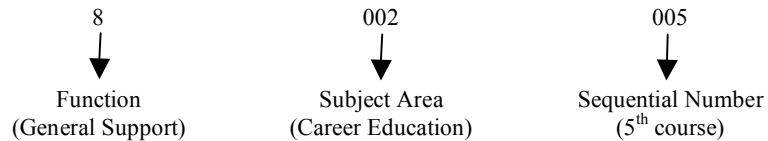
Form 2002 SDI-4 (7/2002) (Rev 7/2006)

3.22.5 Florida Department of Education

DOE Information Database Requirements

Component Number Format

Every Professional Development component (BET) has an identifying 7-digit state number composed of 3 sections as illustrated in the example below:



SECTION 1: FUNCTION (1 digit)

A one-digit code which identifies the function which is the principal focus of the component (§231600 (4) (b)3,F.S.)

- | | |
|--|-----------------------------------|
| 1. Subject Content | 5. Technology |
| 2. Instructional Methodology | 6. Classroom Management |
| 3. Assessment and Data Analysis | 7. Management/Leadership/Planning |
| 4. School Safety/Safe Learning Environment | 8. General Support |

SECTION 2: SUBJECT AREA (3 digits)

A three-digit code which identifies the principal subject area upon which the component focuses.

INSTRUCTION:			
BASIC PROGRAMS	ESE PROGRAMS	VOCATIONAL PROGRAMS	ADULT/COMMUNITY PROGRAMS
000 Art	100 Instructional Strategies	200 Agriscience & Natural Resources Ed	300 Adult Basic Education (ABE)
001 Bilingual Education/ESOL	101 Classroom Management	201 Business Technology Education	301 Adult Education, Unclassified
002 Career Education	102 Assessment	202 Diversified Education	302 Adult ESOL
003 Computer Science/Technology Education	103 Procedural/Legal Requirements	203 Family & Consumer Sciences	303 Adult General Ed for Adults w/Disabilities
004 Foreign Languages	104 Working With Aides, Volunteers, and Mentors	204 Health Science Education	304 Citizenship
005 Health/Nutrition	105 Curriculum	205 Industrial Education	305 General Education-Promotion (Adult High School)
006 Humanities		206 Marketing Education	306 General Educational Development (GED) Preparatory
007 Integrated Curriculum		207 Middle School Exploratory Vocational Wheel	307 Vocational Preparatory Instruction
008 Language Arts		208 Public Service Occupations Education	308 Workplace Readiness Skills
009 Mathematics		209 Technology Education	
010 Music		210 Vocational Education Instructional Support Services	
011 Physical Education		211 Vo/Tech Ed, Unclassified	
012 Prekindergarten			
013 Reading			
014 Safety/Driver Ed			
015 Science			
016 Social Studies			
017 Writing			

STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES:	
400 Academic Intervention	414 Physical & Mental Health Issues
401 Assessment/ Student Appraisal	415 Problem-Solving Teams
402 Attendance	416 Professional Standards and Ethics
403 Behavioral Interventions (e.g., crisis, abuse, social skills)	417 Program Administration, Evaluation, Accountability
404 Classroom Management and Organizational/ Learning Environments	418 Scholarships, Financial Aid, Education Transitions
405 Dropout Retrieval	419 Section 504/Americans w/Disabilities Act
406 Human Relations/Communication Skills	420 Service Coordination, Collaboration, Integration
407 Instructional Media Services	421 Student Motivation
408 Instructional Strategies	422 Student Records
409 Instructional Support Services, Unclassified	423 Supplemental Academic Instruction
410 Laws, Rules, Policies, Procedures	424 Working w/Volunteers, Aides, and Mentors
411 Learning Styles, Student Differences	
412 Multicultural Education	
413 Parent Involvement, Parent School	

GENERAL SUPPORT:	
500 Board of Education	508 Management Information Services
501 Central Services – Planning/Program Evaluation/Continuous Improvement	509 Office/Clerical Services
502 District-level Management	510 Plant Operations and Maintenance
503 Diversity/Ethics	511 Safety/Security
504 Fiscal Services	512 School Improvement
505 Food Services	513 School-level Management
506 General Support Services, Unclassified	514 Service on Advisory or Instructional Materials Councils
507 Leadership Skills/Communication/Critical Thinking	515 Transportation Services

COMMUNITY SERVICES:	
600 Community Services, unclassified	
601 Lay Advisory Councils	
602 Parent Education	

SECTION 3: SEQUENTIAL NUMBER (3 digits)

A three-digit code which assigns a sequential number (001-999) to each component with the same Function and Focus Area. (Entered by HRD)

3.22.6 Certified Achievement Program (CAP) Application

1.1 HRD OFFICE USE ONLY

Certification: 1 r 2 r 3 r 4 r

Probation End Date: ____/____/____

www.broward.k12.fl.us/hrd/noninstructional/cap.htm

1.2 HRD OFFICE USE ONLY

Validity Period

7/ 1/ 0 7/ 1/ 0
Start End

Section 1 (Applicant Information)

Name (Please Print):	Work Phone #:	Personnel #:	Please Circle Your Work Calendar: (186 196 216 247)
Position/Title:	Location Name:	Location #	Working Hours: From _____ to _____

Section 2 (Course Information)

Business Event # College Course #	Business Event Title/ College Course Name	Time of Event/Course	Points	Last date of Event/Course
Attach additional sheet if necessary			TOTAL POINTS	HRD Use Only

Please check documentation attached:

- Inservice Record with events highlighted
- College Grades and Degree Program Guide
- Certificate of Completion
- Certificate of Absence

Maximum points allowable for accumulation during work hours	27
Minimum points to be completed on applicant's own time	27
Total Points needed to qualify for CAP incentive	54
NOTE:	
Maximum allowable points for a college, community or vocational school course credit	27
Maximum points allowable for all other classes	18

Section 3 (Signatures)

Signature of Applicant: _____ Date: _____

Signature of Supervisor/Director/Principal: _____ Date: _____

Approved for Payment By: _____ Date: _____
(HRD Non-Instructional Authorization)

3.22.7 Certificate of Completion (Sample)

Broward County Public Schools Inservice Activity Certificate of Completion for Non-Public School Employees			
Legal Name: _____	Department of Education # _____		
Mailing Address: _____	Phone: _____		
Street	City	State	Zip Code
Work Location: _____	Work Phone: _____		
Work Address: _____			
Title/Position: _____			
Business Event Type #: _____			
Business Event #: _____	Dates: Beginning: _____	Ending: _____	
Workshop Title: _____			
Program Title: _____	Component #: _____		
Number of Points Earned: _____			
Signature of Instructor: _____	Date: _____		
<i>(Attach copy of sign-in sheet)</i>			
Signature of Event Organizer: _____	Date: _____		
Signature of HRD Inservice Administrator: _____	Date: _____		
Form No. 2000	HRD, 3531 Davie Road, Davie, FL 33314		

The above NCR form is available from HRD/Inservice. It must be completed on the original with attached copies. After the form has been signed by the Instructor and Event Organizer, the form must be sent to HRD Inservice for signature. The original form will be sent to the participant after completion. The participant is responsible for maintaining his/her certificates until they are submitted to the Certification office for certificate renewal. All signatures are required before submitting this form to the Certification office.

3.22.8 Creating an Independent Study

Creating an Independent Study

ALL INFORMATION MUST BE PRINTED OR TYPED

Independent Study is used only when no other staff development activity is available. Participants must include a minimum of two different learning tools/activities within the study. Staff development alternatives allow a maximum of 60 inservice points per validity period.

- . Step 1: Complete and obtain administrative approval THREE WEEKS prior to the start of the activity
- . Step 2: Create a folder for related materials and RETAIN AT WORKSITE until Step 6.
- . Step 3: During the study, log your activities on the Record of Participation Form.
- . Step 4: Complete the follow-up work and document the impact.
- . Step 5: Obtain Administrator's validation signature for follow-up and impact.
- . Step 6: Compile the required documentation, make a copy for your records, and forward all forms and documentation to HRD/Inservice.

1. LAST NAME: FIRST NAME 2. WORK LOCATION: 3. PERS NO: 4. WORK PHONE:

5. POSITION:

<input type="checkbox"/> Instructional <input type="checkbox"/> Other... <input type="checkbox"/> Non-Instructional <input type="checkbox"/> School-Based Admin <input type="checkbox"/> District-Based Admin	<p style="text-align: center;"><i>Identify Level(s):</i></p> <input type="checkbox"/> Pre-K <input type="checkbox"/> 6-8 <input type="checkbox"/> All Grades <input type="checkbox"/> K-2 <input type="checkbox"/> 9-12 <input type="checkbox"/> District <input type="checkbox"/> 3-5 <input type="checkbox"/> Adult
--	---

6. TITLE:

7-A. STUDY START DATE 7-B. STUDY END DATE 7-C. ESTIMATED HOURS IN STUDY

8. BUSINESS EVENT GROUP/COMPONENT#: 9. COMPONENT NAME:

10. IDENTIFIED AREAS OF FOCUS *(Check all that apply):*

<input type="checkbox"/> Assessment/Data Analysis	<input type="checkbox"/> Sunshine Standards/Math Critical Content	<input type="checkbox"/> Sunshine Standards/Other
<input type="checkbox"/> Classroom Management	<input type="checkbox"/> Sunshine Standards/Reading Critical Content	<input type="checkbox"/> Teaching Methods/Strategies
<input type="checkbox"/> Family Involvement	<input type="checkbox"/> Sunshine Standards/Writing Critical Content	<input type="checkbox"/> Technology
<input type="checkbox"/> School Safety	<input type="checkbox"/> Sunshine Standards/Science	<input type="checkbox"/> Other...

11. NEEDS ASSESSMENT

A. *(Check one box for the needs assessment instrument used to determine the necessity of this activity):*

<input type="checkbox"/> Classroom Observation/FPMS <input type="checkbox"/> Departmental Needs Assessment <input type="checkbox"/> Essential Teacher Knowledge Inventory <input type="checkbox"/> Effective Classroom Practice Rubric <input type="checkbox"/> Accomplished Practice <input type="checkbox"/> Student Achievement Data <input type="checkbox"/> DETA Survey <input type="checkbox"/> Other (Explain): <input type="checkbox"/> APPAS	<input type="checkbox"/> IPAS <input type="checkbox"/> PGP <input type="checkbox"/> SIP
---	---

B. *Based on the results of my needs assessment, my area in need of improvement is:*

12. SPECIFIC OBJECTIVES *(List what you expect to learn by completing this study):*

3.22.8 Creating an Independent Study continued

Creating an Independent Study

ALL INFORMATION MUST BE PRINTED OR TYPED

13. IDENTIFY STUDY TOOLS/ACTIVITIES (Select two or more tools/activities to meet your specific objectives.)

- | | | | |
|---|--|---|--------------------------------|
| <input type="checkbox"/> Artistic Performance | <input type="checkbox"/> Convention | <input type="checkbox"/> Lecture | <input type="checkbox"/> Other |
| <input type="checkbox"/> Case Study | <input type="checkbox"/> Exhibits (One hour) | <input type="checkbox"/> Observation | |
| <input type="checkbox"/> CD ROM | <input type="checkbox"/> Film/Video | <input type="checkbox"/> Presentation | |
| <input type="checkbox"/> CEU | <input type="checkbox"/> Internet Research | <input type="checkbox"/> Related Travel | |
| <input type="checkbox"/> Conference | <input type="checkbox"/> Learning Community | <input type="checkbox"/> Study Group | |

14. ACTIVITIES DESCRIPTION (Describe how you will use the tools/activities to meet your specific objectives):

15. FOLLOW-UP (List the opportunities/activities available for practice immediately following the study that provide for job embedded application):

16. PARTICIPANT EVALUATION (How will your mastery of the designated/specific objectives be assessed?):

- | | |
|---|--|
| <input type="checkbox"/> Action Plan Development/Implementation | <input type="checkbox"/> Product Development |
| <input type="checkbox"/> Demonstration/Observation | <input type="checkbox"/> Other |
| <input type="checkbox"/> Portfolio | |
| <input type="checkbox"/> Posttest | |

You must demonstrate 80% mastery of your specific objectives.

17. IMPACT EVALUATION (What data will you use to measure the impact on job performance or student achievement as the new knowledge/skills from this activity are implemented?):

18. Applicant's Signature & Date: _____
Signature Date

19. APPROVAL TO BEGIN INDEPENDENT STUDY (Do NOT proceed without administrative approval):

By approving this activity, the principal/administrator deems that it is a staff development activity aligned with school/department goals.

Printed Name of Approving Administrator: _____	_____
Printed Title of Approving Administrator: _____	_____
Signature of Approving Administrator: _____	_____
	Signature Date

Form No. 2004D-2 (7/04)

3.22.9 Follow-up/Implementation Log

Follow-up/Implementation Log

This form must be submitted to HRD Inservice within six (6) months of the staff development activity end date.

ALL INFORMATION MUST BE PRINTED OR TYPED

1. PARTICIPANT LAST NAME _____ PARTICIPANT FIRST NAME _____ 2. PERSONNEL NO _____ 3. PARTICIPANT DEPT/SCHOOL NAME _____

4. ACTUAL TIME IN SESSION _____ *State the total hours spent in session. Attach verification such as the course schedule, agenda, overview, etc.*

5. FOLLOW-UP *Job-embedded implementation activities completed following the staff development.*

Date	Description	Location	Begin time	End time	Hours on Task	For HRD Use Only
EXAMPLE 5/3/04	Writing lesson developed and implemented with adult ESOL students during second session.	Classroom	5:00 pm	7:00 pm	2	
Total:						

Participant must maintain their own follow-up documentation.

6. IMPACT STATEMENT: *Based on your listed specific objectives.*

A. Describe the impact this course had on your job performance and/or student achievement.

B. How did you measure the impact?

7. Applicant's Signature: _____ Date: _____

8. *To be completed by Approving Administrator:*

Please rate the applicant's implementation of new learning gained in this professional development activity.

Evidence of job-embedded follow-up was completed as described above. Yes No

Evidence of impact on job performance/student achievement was documented. Yes No

Approving Administrator & Date: _____
Print Name *Signature* *Date*

Title of Approving Administrator: _____
Print Title

For HRD Use Only	Inservice Points Approval <input type="radio"/> Yes <input type="radio"/> No	Data Entry Date
-------------------------	--	-----------------

Form No. FUI 7/04

*Make additional copies as needed.
Make a copy of this form for your records.*

3.22.10 Inservice Credit Adjustment

INSERVICE CREDIT ADJUSTMENT REQUEST

This form must be submitted no more than 6 months following the individual's validity period end date.

Person Requesting Adjustment _____

Person Receiving Adjustment _____ PIN _____

Position Assignment _____ Work Location _____

Date _____ Telephone number _____

Complete the following information about the workshop attended:

Title of workshop _____

Component Name _____ Component# _____

Business Event Type number _____ Business Event number _____

Date(s): From _____ To _____

Number of points requested per completion _____

Workshop Location _____

Workshop Organizer Name/Department _____

Trainer Name _____ Trainer Location _____

To be completed by Inservice Facilitator: (Verify in SAP and circle one for each.)

Yes No The person listed above was registered for this session in the HRMS system

Yes No The person listed above was cancelled from this session. Reason _____

Yes No The appraisal for this session was completed prior to the end date of the activity _____

Printed name of Inservice Facilitator _____

Signature of Inservice Facilitator _____

To be completed by Administrator of Person Receiving Adjustment

Printed name of Administrator _____

Signature of Administrator _____

**Forward this form to the workshop instructor after Administrator Signature.*

To be completed by Workshop Organizer:

Check two of the following: Date: _____

_____ The person listed above attended all sessions

_____ The person listed above did not attend all sessions

_____ Follow-up was completed

_____ Follow-up was not completed

**Attach a copy of the attendance sign-in sheet documenting the name and signature of the person requesting adjustment.*

(Printed name and signature of workshop organizer)

To be completed by HRD:

Approved:

___ **Yes** Corrected # of Inservice Points: _____ Approval Date: _____ Administrator's Initials: _____

___ **No** Date returned to Participant: _____ Reason: _____

Comments:

3.22.11 New Teacher Professional Development Supplement

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Dan G. Cochran, Associate Superintendent
Human Resources

Signatures on File

October 14, 2005

TO: All Principals
All Teachers on Step 1, 2, 3 of the BTU Salary Schedule

FROM: Dan G. Cochran, Associate Superintendent
Human Resources

VIA: Sam Gregg, Area Superintendent
South Area Office

SUBJECT: **NEW TEACHER PROFESSIONAL DEVELOPMENT SUPPLEMENT**

The 2005-2006 Collective Bargaining Agreement between the School Board of Broward County, Florida (SBBC) and the Broward Teachers Union (BTU) has established that teachers who are currently at Step 1, 2, or 3 of the BTU salary schedule are eligible to receive a stipend of three-hundred dollars (\$300) per year as a professional development supplement. Such teachers are eligible during any year that the teacher is on Step 1, 2, or 3 of the salary schedule and the teacher has completed six (6) college credits beyond their Bachelor Degree or earned 120 in-service points. The implementation of this supplement should be as inclusive as possible. Therefore, the following procedures shall apply:

1. The teacher must be on Step 1, 2, or 3 of the BTU salary schedule in the year that he/she applies for the supplement.
2. The teacher must have completed six college credits or 120 in-service points subsequent to earning his/her Bachelor Degree for each year that the teacher wishes to receive the supplement. Teachers on step one (1), two (2) and three (3) must have earned the credit beyond their last conferred degree from the previous five years or within the year they are seeking the supplement.
3. Teachers requesting the supplement shall complete the attached application form and attach a copy of the transcript and/or in-service record showing that the teacher has earned six college credits and/or 120 in-service points during the year for which the supplement is requested.
4. The application shall first be submitted to the location payroll contact person with the attachments for the principal/designee signature. In-service records may be obtained from the location in-service facilitator.
5. Once the principal/designee verifies that the teacher applicant is on Steps 1, 2, or 3 and has fulfilled the educational requirements, the application and attachments should be forwarded to the HRIS Department for payment.

If you have any questions regarding this supplement, please **contact the Instructional Staffing Department at 754-321-2324.**

DGC/SG/BB:kds

Attachment

cc: Senior Management

Marta Suarez, Manager, HRIS

New Teacher Professional Development Supplement Application

I, _____, Personnel Number _____,
(Print Employee Name)

request to be paid the New Teacher Professional Development Supplement for the
_____ school year. I am currently on Step 1 2 3 of the BTU
Teacher Salary Schedule. Attached is a copy of my transcript in-service record that
(Check Applicable Record)
indicates that I have achieved six college credits or 120 in-service points during the
school year for which I am requesting to be compensated.

Employee Signature

Date

I affirm that the above-named employee is eligible for this supplement.

Principal/Designee Signature

Date

FORWARD COMPLETED APPLICATION TO THE HRIS DEPARTMENT

3.22.12 Record of Participation

Record of Participation

This form must be submitted to HRD Inservice within six (6) months of the staff development activity end date.

ALL INFORMATION MUST BE PRINTED OR TYPED

PARTICIPANT LAST NAME: PARTICIPANT FIRST NAME: PERSONNEL NO:

ACTIVITY NAME:

DATE(S): BEGINNING DATE: ENDING DATE:

Either complete this form during the activity or attach a class syllabus with hours and dates and forward to HRD with proof of attendance (e.g., TDA, registration receipt, or certificate). Each day must be broken down in detail by time and session attended. Do not list, for example, as a full day, 8:00 am to 4:00 pm.

One (1) inservice point will be awarded for every hour of active participation up to six (6) hours maximum per day. Inservice points cannot be awarded for the following activities: business/committee/or advisory meetings, registration/breakfast/lunch/dinner without a speaker; and activities involving students. A maximum of one (1) inservice point may be approved for Exhibits per conference.

Date of Activity Attended	Description of Each Session	Begin time	End time	Number of Hours in Session	For HRD Use Only
EXAMPLE 5/30/04	Strengthening Written Language for Learners of English	9:00 am	11:00 am	2	
5/30/04	Closing the Gap for Learners of English	11:00 am	12:00pm	1	
TOTAL:				<input type="text"/>	<input type="text"/>

3.22.13 Professional Development Sign-In Sheet

<<DRAFT>>

Staff Development Sign-In Sheet

Business Event Name _____

Trainer Name _____

BET# _____

BE# _____

Trainer Signature _____

Day 1 _____

Day 2 _____

Day 3 _____

Day 4 _____

Day 5 _____

Start Date _____

Close Date _____

Organizer Signature _____

Organizer _____

In service Points _____

80% Mastery _____

Follow Up _____

Complete _____

Appraisal _____

Complete _____

Comments _____

Name	Personnel #	Location	Signature Day 1	Intermittent Dates & Initials					Stipend Rate	Hours Paid	Fee	80% Mastery	Follow Up Complete	Appraisal Complete	Comments	
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3.22.14 Workshop Evaluation for Use by External Participant

Please rate the following questions from 1 –5 using the following rating scale:

- 5 = Strongly Agree
- 4 = Agree
- 3 = Uncertain
- 2 = Disagree
- 1 = Strongly Disagree

	1	2	3	4	5
1. The materials helped me to learn.					
2. The sessions were useful and valuable.					
3. Specific objectives were accomplished.					
4. Job related examples were incorporated.					
5. Follow-up assignment was job embedded.					
6. Participation will improve my job performance.					
7. I would recommend this activity to someone with needs and job responsibilities similar to mine.					
Please answer the questions below					
8. How was new learning applied when you returned to your job site and what were the results?					
9. What was the most effective part of the session(s)?					
10. What was the least effective part of the session(s)?					

4.0 Professional Growth Plan

The Professional Growth Plan is required pursuant to Florida State Statute 1012.98(4b)(5).

Participants: All Instructional Personnel (BTU Collective Bargaining Unit Members)

Timeline:

- ◆ July - PGP documents posted in CAB Conference
- ◆ August - Principals disseminate information to faculty
- ◆ September - Deadline for PGP Initiation
- ◆ September to May - Teachers participate in Professional Development Activities as planned in PGP
- ◆ May - Deadline for PGP Final review
- ◆ June - School administrators provide feedback to HRD for more effective implementation of PGPs

Yearlong Procedures For Schools:

- ◆ Schools download Word Template, AppleWorks document or Filemaker database containing format for current year PGP. School administrator can decide which format is most useful to his/her school needs
- ◆ Schools download PowerPoint containing scripted notes to be used in describing requirements to faculty
- ◆ Administrator disseminates information to faculty
- ◆ PGPs are developed by individual teachers based on disaggregated student data, School Improvement Plan, Teacher Certification needs, and personal growth needs
- ◆ Faculty member meets with school administrator to review and amend PGP
- ◆ Copies of all PGPs are kept in the school office for district and/or state review
- ◆ Faculty participates in staff development activities to meet PGP goal and objective
- ◆ School administrator meets with individual faculty members and determines the extent to which staff development accomplished the student performance gains predicted and identifies areas for continued needs
- ◆ Final, reviewed copies of PGPs are retained on file at school site
- ◆ School administrator uses information for planning staff development for the following year

HRD Support:

- ◆ Provides **ONE PAGE** PGP in three different formats: Word template, AppleWorks document, and FileMaker database
- ◆ Provides PowerPoint with scripted notes for use in disseminating information regarding PGP process
- ◆ HRD staff provides assistance via telephone and e-mail.

PROFESSIONAL GROWTH PLAN

The Professional Growth Plan is required pursuant to Florida State Statute 1012.98(4b)(5)

Last Name	First Name	MI
School		
School Year		
Administrator		
Student performance data		
Prior to attending any staff development event, what is the previous year's baseline data on student/school needs?		
Review all data from the previous year for current students. Review the Sunshine State Standards. Prioritize area needing to be strengthened. Pick one area. The statement should include % of mastery, the skill and the type of assessment used for the baseline data		
Goal to enhance/improve student performance		
<i>What is your SMART (Specific, Measurable, Attainable, Reasonable, Time-Bound) goal aligned to baseline data?</i>		
By May	(# or %) of students will have demonstrated an increase of	(# or %) in
		(Content Area) as evidenced by
		(Type of Assessment)
Staff Development Objective	Staff Development Events	
<i>What do you want to be able to learn that will positively impact your students' achievement?</i>	<i>What is the specific focus of the event(s) you will attend to meet your objectives</i>	
Write a statement identifying what is to be learned that will impact student achievement and align with the goal. Your objective should reflect the School Improvement Plan or personal development.	Select events from the Staff Development Calendar OR school-based staff development.	
	<input type="checkbox"/> Art <input type="checkbox"/> Behavior Management <input type="checkbox"/> Classroom Management <input type="checkbox"/> ESE <input type="checkbox"/> ESOL <input type="checkbox"/> Foreign Language <input type="checkbox"/> Guidance <input type="checkbox"/> Health Education <input type="checkbox"/> Instructional Strategies <input type="checkbox"/> JROTC <input type="checkbox"/> Language Arts	<input type="checkbox"/> Library/Media <input type="checkbox"/> Mathematics <input type="checkbox"/> Music <input type="checkbox"/> Physical Education <input type="checkbox"/> Reading <input type="checkbox"/> School To Career <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Technology <input type="checkbox"/> Vocational <input type="checkbox"/> Other
PGP Initiation Date	Administrator's Signature	
Performance Outcome(s)		
<i>What was the impact of the staff development on student achievement?</i>		
Summarize data captured from assessment instrument in goal describing how staff development impacted student achievement.		
PGP Final Review Date	Administrator's Signature	

5.0 Florida Department of Education Professional Development Evaluation Protocol

Florida Department of Education

**Professional Development System
Evaluation Protocol**

Protocol System, 2004

August 2003

Florida Department of Education Professional Development System Evaluation Protocol Protocol System

Introduction

The 2000 Florida Legislature enacted new legislation to improve the quality of the professional development system for public education, building on major changes enacted in the 1998 and 1999 legislative sessions. Current law specifies in 231.600 (6) F.S. that:

The Department of Education shall design methods by which the state and district school boards may evaluate and improve the professional development system. The evaluation must include an annual assessment of data that indicates progress or lack of progress of all students. If the review of the data indicates progress, the department shall identify the best practices that attributed to shall investigate the causes of lack of progress, provide technical assistance, and require the school district to employ a different approach to professional development. The department shall report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. This report must include the results of the department's investigation and any intervention provided.

Previous legislation had included these requirements:

Each school district shall design a system, approved by the Department of Education, for the professional growth of instructional personnel that links and aligns inservice activities with student and instructional personnel needs as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators. Inservice activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.

Previous proviso language stipulated that:

To be eligible to receive funds ... districts must have a professional development system approved by the Department of Education and must require school principals to establish and maintain individual professional development plans for each instructional employee. The need for any training activity defined in a teacher's professional development plan must clearly be related to specific performance data for the students to whom the teacher is assigned. Plans must include clearly defined training objectives and specific and measurable improvements in student performance that are expected to result from the training activity. Plans must also include an evaluation component; principals must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity.

The evaluation shall include, but not be limited to, an identification of student performance data used to define training needs as well as a description and evaluation of methods used to measure the success of training.

The Department contracted with Evaluation Systems Design, Inc. (ESDI) of Tallahassee, Florida to develop and pilot test the Professional Development System Evaluation Protocol specified in the proviso language and to generate a report for delivery to the Commissioner of Education for the Legislature. Following a year-long development and pilot testing effort, in the spring of 2003, the new Protocol System was initiated with reviews of five local school districts. This document contains revised specifications for the Professional Development System Evaluation Protocol for the 2003-2004 school year and incorporates revisions based on the initial implementation in five districts.

Purposes and Components of the Professional Development System Evaluation Protocol

The purposes of the new Professional Development System Evaluation Protocol are to:

1. Ensure the highest quality district, school, and faculty Professional Development Systems in Florida to support instructional programs throughout the state.
2. Provide the Commissioner of Education, Secretary of Education, and Legislature with information each year on the quality of the district Professional Development Systems.
3. Provide Florida school districts with the methods and protocols needed to conduct ongoing assessments of the quality of professional development in their schools.

Components of the new Professional Development System Evaluation Protocol include:

- ◆ Design methods by which the state and district school boards may evaluate and improve the professional development system.
- ◆ An annual assessment of data that indicates progress or lack of progress of all students.
- ◆ Methods for the department to use to identify the best practices occurring if the review of the data indicates progress.
- ◆ Methods for the department to use to investigate the causes of lack of progress if the review of the data indicates a lack of progress, and methods for providing technical assistance and requiring the school district to employ a different approach to professional development.
- ◆ Formats and timeframes for the department to report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. The report formats will include the results of the department's investigation and of any intervention provided.

Overview of the System

The new Professional Development System Evaluation Protocol is based on a set of standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida's laws. These standards have been generated from the statements in Florida's laws as well as the professional development standards generated by the *National Staff Development Council (NSDC)* entitled *Standards for Staff Development*. (See Appendix A)

The new Professional Development System Evaluation Protocol is designed for use by:

- ◆ The Department through site visits to districts to form state-wide conclusions on the quality of professional development in the state.
- ◆ District staff through site visits to schools to form district-wide conclusions on the quality of professional development in the district.
- ◆ School staff and School Advisory Councils as a self-check on the quality of professional development in the school.

The standards forming the basis of Florida’s new Professional Development System Evaluation Protocol incorporate the NSDC standards within a framework reflecting the requirements of Florida law related to professional development. An analysis depicting the relationship of the NSDC standards and the standards for Florida’s Professional Development System Evaluation Protocol is displayed in Appendix B.

The standards form the basis for a checklist used by reviewers to judge the quality of the professional development system at each level. Sampling of districts and schools is employed to reduce the cost and time needed to form state-level and district-level conclusions. Recommendations for sampling are contained in later sections of this document.

The standards reflect three levels of the Professional Development System and four strands incorporated into each level as follows:

Levels	Strands
1.0 Faculty Level	◆ Planning
2.0 School Level	◆ Delivery
3.0 District Level	◆ Follow-up
	◆ Evaluation

Figure 1 presents a schematic displaying the three levels and four strands. Note that the Florida Department of Education, Bureau of Educator Recruitment and Professional Development provides support and assistance for professional development activities and services in Florida’s public school districts and is displayed as a supporting service at the bottom of the figure.

**Figure 1
Professional Development System Evaluation Protocol Standards**

1.0 Faculty Level			
1.1 Planning	1.2 Delivery	1.3 Follow-up	1.4 Evaluation
<hr/>			
2.0 School Level			
2.1 Planning	2.2 Delivery	2.3 Follow-up	2.4 Evaluation
<hr/>			
3.0 District Level			
3.1 Planning	3.2 Delivery	3.3 Follow-up	3.4 Evaluation

Supported by the Florida Department of Education Bureau of Educator Recruitment and Professional Development

The model employs a basic systems approach to professional development addressing these general questions:

- ◆ **Planning:** What planning occurs to organize and support the professional development for teachers?
- ◆ **Delivery:** How and how well is the professional development delivered to teachers?
- ◆ **Follow-up:** What follow-up is provided to ensure that teachers use the skills and knowledge gained through the delivered professional development?
- ◆ **Evaluation:** What evaluation occurs to ensure that the professional development resulted in teacher use in the classroom and improvements in student learning as a direct outcome?

Although districts are responsible for creating and implementing a district professional development system, faculty in the public schools are the participants in the professional development and are the ones who in turn use the skills and knowledge gained in their everyday teaching. Much of the planning and implementation of professional development occurs at the school level. A comprehensive review of the quality of district professional development systems must encompass the perspective of teachers, school administrators as well as district coordinators and directors. The Protocol System incorporates input from all three levels in making judgments about the overall district professional development system: faculty, school, and district.

Protocol Standards – 2003-04

The final protocol standards were revised for the 2003-04 school year to incorporate changes made to Florida Statutes during the 2003 Legislative Session. These changes included the addition to the list of content areas for professional development of the area of family involvement, a stipulation that at least 50% of all professional development must address reading programs, and that professional development address programs based on scientifically based research. The Protocol Standards for the 2003-04 school year are listed below.

1. Faculty Level

1.1. Planning

1.1.1. Individual Needs Assessment: The faculty member reviews classroom-level reports of disaggregated student achievement data by content area and skills in addition to school initiatives, the School Improvement Plan, teacher certification needs, professional growth interests, and other information to identify individual needs for additional professional development.

1.1.2. Administrator Review: The faculty member meets with the school administrator to determine any additional training needs based on performance appraisal data and school or grade level priorities.

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

1.1.4. Individual Professional Development Plan: The Individual Professional Development Plan (IPDP) is directly related to specific student performance data for those areas to which the teacher is assigned, contains clearly defined training objectives, specifies measurable improvement in student performance resulting from the training activity, and includes an evaluation component documenting the expected student performance gains. **1.1.5. Content:** Training activities in the plan focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

1.1.6. Learning Communities: The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district.

1.2. Delivery

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

1.2.2. Learning Strategies: The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

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

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

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

1.2.6. Coordinated Records: The school faculty can easily access the district- maintained up-to-date records for all professional development including certification and inservice points.

1.3. Follow-up

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

1.3.2. Coaching and Mentoring: The trainers or others provide support and assistance through coaching and mentoring to the faculty member to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.

1.3.3. Web-based Resources and Assistance: The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.

1.4. Evaluation

1.4.1. Implementing the Plan: The faculty member and school administrator conduct an evaluation that documents that the IPDP was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.

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

1.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, and checklists of performance when appropriate.

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

1.4.5. Use of Results: The faculty member uses the results of the IPDP evaluation as part of the needs assessment process for the next school year's IPDP development and to discontinue professional development if it does not demonstrate improvements in student performance.

2. School Level

2.1. Planning

2.1.1. School Needs Assessment: The school conducts an annual needs assessment that includes a classroom-by-classroom analysis of disaggregated student achievement data by content area and skills and surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.

2.1.2. Reviewing Professional Development Plans: The school administrator determines the extent to which each training activity on each IPDP for the previous year accomplished the student performance gains that were predicted to result from the training activity, and identifies any unmet needs or undelivered training.

2.1.3. Reviewing Annual Performance Appraisal Data: The school administrator reviews the results from annual performance appraisals of faculty and uses these results in determining professional development for individual faculty members and the school.

2.1.4. Coordinating with School Improvement Plan: The planning process for school-level professional development is conducted in conjunction with and considers needs, goals, and objectives identified in the School Improvement Plan to meet Goal 3, including training needed for school-wide or content area changes and improvements.

2.1.5. Generating a School-wide Professional Development System: As part of the School Improvement Plan, the school administrator and School Advisory Council generate a school-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and school and district strategic planning.

2.1.6. Content: Training activities specified in the school's professional development system focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

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

2.2. Delivery

2.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the objectives specified in the school's Professional Development System.

2.2.2. Learning Strategies: The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

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

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

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

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

2.2.7. Coordinated Records: The school administrators can easily access the district-maintained up-to-date records for all professional development including certification and inservice points for school faculty and administrators.

2.3. Follow-up

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

2.3.2. Coaching and Mentoring: The trainers or others provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly..

2.3.3. Web-based Resources and Assistance: The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.

2.4. Evaluation

2.4.1. Implementing the System: The school conducts an evaluation that documents that the school-wide Professional Development System was implemented as written or revised and that faculty members applied the newly learned knowledge and skills in the classroom.

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

2.4.3. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, action research, and checklists of performance when appropriate.

2.4.4. Use of Results: The school administrator and School Advisory Council use the results of the school-level evaluation as part of the needs assessment process for the next school year's professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.

2.4.5. Expenditures: The school administrator documents the total expenditure of resources for professional development and is in compliance with statute 1012.98 and any proviso language governing the state supported professional development activities. Expenditures include a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

3. District Level

3.1. Planning

3.1.1. District Needs Assessment: The district conducts an annual needs assessment that includes a school-by-school analysis of disaggregated student achievement data by content area and skills, surveys or, other methods of collecting data from faculty and staff on areas of need for professional development.

3.1.2. Generating a District-wide Professional Development System: Based on the needs assessment, the district generates a district-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with: disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning.

3.1.3. Content: Training activities in the district's Professional Development System focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.

3.1.4. Trainers: The district's professional development system includes processes to disseminate knowledge of the NSDC standards through skilled trainers and/or principals.

3.2. Delivery

3.2.1. Relevance of Professional Development: The training objectives of the delivered training reflect directly the student achievement objectives of the school district and specify the outcome expectations of course offerings.

3.2.2. Learning Strategies: The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.

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

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

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

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

3.2.7. Coordinated Records: The district maintains up-to-date records for all professional development including certification and inservice points that is easily accessible by school faculty and administrators.

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

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

3.3. Follow-up

3.3.1. Transfer to Students: The district documents systematically the extent to which participants use the knowledge and skills learned in training to instruct students in the classroom.

3.3.2. Coaching and Mentoring: The district incorporates into training coaching and mentoring activities for participants to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.

3.3.3. Web-based Resources and Assistance: The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.

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

3.4. Evaluation

3.4.1. Implementing the System: The district conducts a formal evaluation of professional development that documents the extent to which planned professional development was implemented, and information on the extent of participation across schools and subgroups.

3.4.2. Transfer into Classroom: At least 10% of the professional development conducted throughout the district will include a formal evaluation documenting that faculty members applied the newly learned knowledge and skills in the classroom.

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

3.4.4. Evaluation Methods: Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, action research, and checklists of performance when appropriate.

3.4.5. Use of Results: The district uses the results of the district-level evaluation as part of the needs assessment process for the next school year's district professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.

3.4.6. Expenditures: The district documents the total expenditure of resources for professional development and is in compliance with statute 1012.98 and any proviso language governing the state supported professional development activities. Expenditures include a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.

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

Cross-Level Threads

The standards were generated in an organization that provides for multiple levels of review for many aspects of the district’s professional development system. Table 1 presents these cross-level connections among the standards.

**Table 1
Cross-Level Connections**

PLANNING	Standard Numbers by Level		
	Faculty	School	District
Needs Assessment	1.1.1	2.1.1	3.1.1
Administrator Review	1.1.2	2.1.3	X
Generating Professional Development Plans	1.1.4	2.1.5	3.1.2
Content	1.1.5	2.1.6	3.1.3
DELIVERY			
Relevance of Professional Development	1.2.1	2.2.1	3.2.1
Learning Strategies	1.2.2	2.2.2	3.2.2
Sustained Training	1.2.3	2.2.3	3.2.3
Use of Technology	1.2.4	2.2.4	3.2.4
Time Resources	1.2.5	2.2.5	3.2.5
Dollar Resources	X	2.2.6	3.2.6
FOLLOW-UP			
Transfer to Students	1.3.1	2.3.1	3.3.1
Coaching and Mentoring	1.3.2	2.3.2	3.3.2
Web-based Resources and Assistance	1.3.3	2.3.3	3.3.3
EVALUATION			
Implementation	1.4.1	2.4.1	3.4.1
Student Changes	1.4.2	2.4.2	3.4.3
Evaluation Methods	1.4.3	2.4.3	3.4.4
Use of Results	1.4.5	2.4.4	3.4.5
Expenditures	X	2.4.5	3.4.6

Checklist and Judgment Scale

The standards listed above form the basis for a checklist used by reviewers to judge the quality of the professional development system for each school district. Appendix C contains the new *Florida Professional Development System Evaluation Checklist* for 2003-04. The rating scale employed on the checklist is a 4-point rating scale, as displayed in Table 2.

**Table 2
Rating Scale for Protocol**

- | | |
|------------------|--|
| 1. Unacceptable: | Little or no evidence that the district is implementing the standard |
| 2. Marginal: | Some but inconsistent evidence that the district is implementing the standard (observed in a few faculty or schools, a few components of the standard) |
| 3. Good: | Considerable evidence that the district is implementing the standard (observed in many faculty and schools, many components of the standard) |
| 4. Excellent: | Pervasive evidence that the district is implementing the standard (almost all faculty and schools, almost all components of the standard) |

At the faculty level and school levels, after reviewing results from all data collection, the reviewer assigns one overall rating to each standard for the school. Faculty and school results are summarized across all schools visited and averaged to form a district rating for the faculty and school levels. These results are presented to one decimal point (e.g., 2.1 or 3.4). District results are finalized after reviewing the faculty and school results, with one whole number rating applied to each district standard. Results from school visits are maintained only as working papers and used only for the purpose of generating the ratings by standard for the district. The intent of the Protocol System is to form judgments about the overall district's professional development system.

District Site Visits

The Department conducts onsite visits to school districts to apply the Professional Development System Evaluation Protocol. Site visits include:

- A. Interviews with district-level staff including the directors of staff development, curriculum and instruction, and testing/assessment.
- B. Reviews of documents depicting and supporting the development process for the Professional Development System including the ways in which these items were incorporated into the process: school improvement plans, annual performance appraisal data for teachers/administrators, annual school reports, and student achievement data.
- C. Reviews of memos and directives to school principals concerning the Professional Development System.
- D. Site visits to selected schools (elementary, middle, and high) where reviewer interview the principal and the chair of the School Advisory Council, conduct interviews with selected teachers, and review individual professional development plans for instructional personnel.

District site visits are conducted by teams of reviewers for 2-4 days with reviewers remaining onsite for another half-day to complete the reports. Reviewers include staff from the Department of Education, directors of staff development from other school districts not located in the region of the district being reviewed, staff from regional consortia, and qualified university and community college faculty. Note that the site visits do not require districts or schools to collect additional data or administer surveys of participants in their professional development system. Information is gathered by the site review teams through interviews and reviews of existing documents at all three levels of the professional development system.

Sampling

To implement the *Florida Professional Development System Evaluation Protocol*, the Department uses purposeful sampling to determine the number of districts to visit each year and the number of schools within the district. Considering the personnel needed to implement the review system, a 5-year cycle of district visits is planned for the Department to conduct reviews of the quality of the Professional Development System in all school districts. The five-year cycle results in 12-15 districts visited each year for a personnel expenditure of approximately 100 person days each year. Generally, school visits are planned for two reviewer for one day, and district visits take two people 1/2 to one day, depending on the size of the district. Larger districts require larger teams of reviewers and larger numbers of schools visited. Table 3 presents examples of the relationship between the size of the district, the selection of the schools for the site visits, and the size of the team and visit length.

**Table 3
District Size, School Selection, Team Size, and Visit Length**

District Size	Number of Schools Selected	Team Size/Visit Length
Small	3-4	4 reviewers/3 day
Medium	6-9	4 reviewers/4 days
Large	10-15	6-15 reviewers/5 days

The selection of districts for site visits across the 5-year cycle includes a balance between small, medium, and large districts and geographical distribution across the state for each year. Reviews began in the spring of 2003 with five districts and will continue with reviews conducted in the fall and spring of each year, but avoiding as much as possible the month prior to FCAT testing. To the extent possible, the review schedule is coordinated with the reviews of districts conducted by OPPAGA.

Reviewer Qualifications and Selection Process

Reviews are coordinated by staff members of the Bureau of Educator Recruitment and Professional Development or staff contracted for this purpose. Reviewers for the new Protocol System will be drawn from three sources: Department staff (including affiliate offices), district professional development staff, and faculty in community colleges, colleges, and universities with experience in planning and organizing professional development systems. Within the Department, reviewers will be solicited from the Bureau of Educator Recruitment and Professional Development, Bureau of Educator Standards, and Bureau of Educator Certification, as well as from within the Division of Public Schools including the Bureau of Curriculum, Instruction, and Assessment, and the Bureau of School Improvement and Educational Flexibility. Additional reviewers will be drawn from the staff of the regional consortia of the Panhandle Area Education Consortium (PAEC), Heartland Education Consortium (HEC), and Northeast Florida Educational Consortium (NEFEC).

Qualifications for reviewers are:

- Department of Education staff, regional consortium staff, local school district staff member, or faculty members in community colleges, colleges, and universities
- 5 years or more in administrative positions in Florida education systems
- 2 years or more experience planning, conducting, and/or administering professional development programs
- commitment to conducting at least one review during a school year for a total commitment of 5 person days over the course of the year.
- commitment to participating in a 2-day training session to prepare for the role of reviewer

Awareness and Preparation

District Staff. The Department is conducting ongoing awareness and preparation sessions on the new *Florida Professional Development System Evaluation Protocol* for district staff. These sessions target district staff responsible for professional development with a “train-the-trainer model” district staff may use with their principals and school professional development contacts. Content addresses the standards, uses of the protocol, and recommended preparation for site visits.

Reviewers. The Department is conducting annual Reviewer Preparation Sessions on the new *Florida Professional Development System Evaluation Protocol* for reviewers who have made a commitment to conducting site visits. No reviewer will be allowed to conduct a site visit without participating in the training. The 2-day reviewer preparation system includes a review and explication of the standards and protocol, procedures for site visits, examples and directions on forming judgments, examples and directions on generating reports, and do's and don'ts of district/school visits. The Reviewer Preparation Sessions are conducted in 2-day face-to-face sessions as needed to provide a pool of trained reviewers ready to conduct reviews in the Protocol System. A *Reviewer's Guide* is available and used during the reviewer preparation sessions to increase the consistency of judgments formed by reviewers. To the extent possible and applicable, the skills-based Reviewer Preparation Sessions were designed using the Professional Development System Evaluation Protocol standards to demonstrate to reviewers the application of the standards. Thus, using Standard 1.2.2, the learning strategies employed will apply knowledge of human learning and change including modeling effective review practices as well as practice and feedback.

Data Analysis

The previously listed 4-point rating scale is used by the school reviewer to generate ratings for each Faculty and School Standard for each school visited. The entire team gathers to document Faculty and School Standard ratings across all schools visited in the district. Appendix D contains the Team Summary Report Format used by review teams in generating cross-school analyses.

Ratings are averaged across schools to generate an overall district rating for each standard at each level. Thus, a district might receive a rating of 3.7 on standard 1.1.1, Individual Needs Assessment; 1.8 on 1.1.2, Administrator Review; 3.2 on 1.1.3, Priority of Needs; and 3.5 on Individual Professional Development Plan. At the district level, only one rating is provided as a whole number reflecting the status of each standard. Results from individual schools are used only as a representative sample of implementation in the entire district and not reported individually to the district.

Reporting

The Department generates a report for the district that documents the results of the site visit, areas of strength, and any areas in need of improvement. Numerical results are presented as a district rating for each standard at each level of the system. Appendix E contains the District Report Format used by review teams and the Department in generating the final district report. Appendix F contains an example of a completed District Report.

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

District and School Use

The Department encourages districts and schools to use the new *Florida Professional Development System Evaluation Protocol* as one method for conducting a self-review of the quality of their professional development systems. Note that use of the system at the district level for self-review is not mandated, but is a district and school option for improving professional development. Districts may choose to use a stratified purposeful sampling plan to select elementary, middle, and high schools representative of the district for limited site visits to review the status of professional development in their school systems. These reviews can be conducted informally by following procedures similar to those specified for the reviews conducted by the Department. The document *District Self-Review System* is available from the Department to assist districts in planning and conducting self-reviews using the standards.



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Superintendent of Schools

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