# focus
## ON PROFESSIONAL DEVELOPMENT

# Broward County
# Professional Development System
## 2008-2009

**HRD**

# EXECUTIVE SUMMARY

Pursuant to Florida Statue 1012.98 (Appendix A) requiring a Professional Development System and an annually updated Master Inservice Plan, The School Board of Broward County, Florida 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 (Appendix B). As required by State Rule 6A-5.071, the Master Inservice Plan contains:

- Guidelines and Criteria
- Components
- Add-On Certification Programs
- Professional Development Alternatives

This document is an update to align the Professional Development System and Master Inservice Plan with the District's updated management system and improved business processes. The Professional Development System provides a glimpse into the Human Resource Development (HRD) mission, vision and values to assist the District with high quality professional development. Professional development providers' roles are specified to ensure that this process occurs according to District guidelines and administrative procedures. The various departments at HRD support those involved in the professional development process. School Professional Development Plans and individual Professional Growth Plans are utilized to ensure that needs are met for instructional participants. The Professional Learning Model features elements that School Professional Development Teams and individuals should consider to ensure that professional learning is ongoing and that this learning leads to an impact on student achievement.

The Professional Development System and Master Inservice Plan are approved by the School Board of Broward County by September 1 and submitted by Human Resource Development (HRD) to the Commissioner of Education by October 1 of each year. The Master Inservice Plan contains specific guidelines for everyone involved in professional development. To support the implementation of the Professional Development System, each district department with a program has at least one program manager and organizer, and each school site has at least one inservice facilitator (Supplementary Pay Schedule, Office of the Chief Financial Officer). To perform their task, program managers, organizers and inservice facilitators receive professional development in inservice processes and procedures, are provided with procedural references, and are supported by HRD.

It is the goal of HRD to provide support for all facets of the District's professional development. Through the Professional Development System and Master Inservice Plan, direction and guidance is made available to ensure consistency in all aspects of professional development offerings and to ensure alignment with district policy and state requirements and ensure quality.

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**1.0 BROWARD COUNTY PROFESSIONAL DEVELOPMENT SYSTEM**

To provide quality professional development, The School Board of Broward County, Florida has established a standards-based framework of quality expectations to meet the School Community Professional Development Act, Florida Statute 1012.98 and the 2006 Legislation A++ Plan (Appendix A). In previous years, most professional development for educators was funded through a State Categorical Program, which is now funded through district allocation of funds. District general funds, formula and competitive grant funds support Professional Development in the Sunshine State Standards, Technology, Assessment and Data Analysis, Classroom Management and School Safety categories.

Schools receive $2 per weighted Full Time Equivalent (FTE) for Instructional Staff Training. Release Time Through the School Initiative Allocation, Elementary Schools receive funds to release their staff for training, etc. These funds are based upon one day per 2006-2007 Equivalent Teaching position. These funds will be recalculated at the time of the October Budget Amendment. Schools receive $2 per weighted FTE for Teacher Training from the State Reading Allocation which must be used to support "Just Read, Florida!" office initiatives and programs that demonstrate impact on student learning gain in Reading per DOE mandate.

The **Broward County Professional Pathways Policy 4214** (Appendix C) outlines the standards for professional development opportunities for all employees of The School Board of Broward County, Florida. Together, the National Professional Development Council (NSDC) standards for content, context, and process of professional development, the guidelines provided by the Florida Professional Development System Evaluation Protocol (FPDSEP), and the Florida Principal Leadership Standards constitute the framework for the **Professional Pathways Policy**.

The District has met the challenge of personalizing professional development in this large urban system through a comprehensive approach that focuses on linking professional development to student achievement as outlined in the **District Strategic Plan 2008-2011, Objectives 5.1, 5.2, 5.3**. School Improvement Plans are mandated and supported by professional development, and the **Professional Pathways Policy** ensures that all members of the educational community engage in professional growth opportunities. District professional development courses are aligned to a specific program (Appendix D) and advertised via a public electronic registration system. These courses and programs are designed to meet the needs of Broward County Public School (BCPS) participants as shown through gap analyses, and are created, delivered, followed up and evaluated through an intentional process from beginning to end in order to ensure effectiveness.

To ensure that the Professional Development System becomes institutionalized in every facet of the organization, Human Resource Development (HRD) Division will assist with the implementation process:
- All professional development is coordinated and evaluated at the Program, Course Type, and Course levels for adherence to professional development standards,
- All professional development providers adhere to the district's approved professional development model,
- All District employees have access to professional development via the Professional Development Catalog (Appendix D); and
- All instructional employees will have and will be held accountable for continuous growth based on their Individual Professional Development Plans, known as Professional Growth Plans (PGP), aligned to school/department, and goals as stated in the School Improvement

Plans (SIP's). PGP's are established and monitored by school administrators or district supervisors.

## 1.1 Mission, Vision, and Values

HRD coordinates high quality, results-driven and research-based professional development for all staff members, and also provides support to charter school staff within the District. The department works with professional development providers in departments and schools to ensure quality and alignment to standards in the area of professional development.

**Mission**
We, at HRD, are committed to raising student achievement by enhancing the performance of all District employees, supporting the planning, delivery, follow-up, and evaluation of all quality professional development through design, coaching, and facilitation.

All of the departments within HRD work toward a common mission, vision and values, while maintaining a focused approach to improving job performance and impacting student achievement.

### Leadership and Non-Instructional Development
HRD has aligned both Leadership and Non-Instructional Development under one department, creating a seamless career ladder for school and District-based personnel. The focus is to provide professional development programs that are relevant and rigorous and that follow a continuum that will support aspiring and existing administrative and non-instructional leaders. The goal is for the programs to provide the knowledge, aspiration, skills, attitudes and behaviors necessary to effectively perform and succeed in the Broward County School System.

### Teacher Development
HRD Teacher Development Department coordinates professional development opportunities for instructional personnel within the teacher continuum, from pre-service to National Board Certification. Teacher Development works closely with institutions of higher education to help prepare qualified teachers, and also provides extensive professional development to new teachers, veteran teachers, and teachers in support roles.

### Effective Schools
HRD Effective Schools Program Department provides professional development and support to Broward County School Board employees in the pursuit of continuous improvement in the academic performance of students. The focus is on ensuring that all employees are implementing research-based educational practices that are aligned to the School Improvement Process.

### Professional Development Support
HRD Professional Development Support Department coordinates and advertises all professional development through a master catalog. The department supports record-keeping of professional development (inservice) and provides support for design, delivery, follow-up and evaluation of professional development. The goal is to ensure all professional development programs are evaluated for effectiveness in reaching intended outcomes and these results are used to make decisions about professional development.

**Teaching and Leadership Center**
HRD Teaching and Leadership Center (TLC) Department, established in 2001, is a collaborative initiative that joins the forces of local universities and the School Board of Broward County, Florida, to meet the challenge of attracting, developing, and retaining qualified, quality educators for the schools in our community. Its mission and primary function is to support student achievement by identifying, recruiting, and developing teachers and school leaders to meet highly effective standards for quality.

**Parents, Business, and Community Partnerships**
HRD Parents, Business, and Community Partnerships facilitate community involvement within the school system and for the district's major events. The department also provides coordination and/or planning for the school system's participation in community, state or national events. Training is offered to school liaisons that support the five areas of the department: Community Involvement, Parent Involvement, Partners in Education, Mentors, and Volunteer Services.

To recognize and honor the contributions of outstanding Broward County school administrators, classroom teachers, education support personnel and School Resource Officers, the Parents, Business, and Community Partnerships Department coordinates employee recognition programs. The cost of these programs is underwritten through sponsorships by area businesses and community organizations.

**Vision**
Broward County Public School's Human Resource Development Division will be recognized as the national model in the field of public education, providing quality professional development to all Broward County Public School employees, resulting in the maximization of student achievement.

**Values**
High quality 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 Staff Development Council.

**1.2 Professional Development Model**

As stated in the **Professional Pathways Policy** (Appendix C), the Professional Development Model in Broward County occurs through planned professional development programs focused on the improvement of job-related knowledge, skills, attitude, aspirations, and behaviors of all District employees and, in some instances, non-District participants. The model includes, but is not limited to, the following:

- Professional Development programs (Appendix D) are created that coordinate and align all professional development offerings and activities; adhere to National Staff Development Standards and adult learning principles; clearly identify participant developmental levels; include coaching and mentoring components; and provide support mechanisms to ensure mastery of intended outcomes.
- A program is developed utilizing several planning tools, and this information can be found in the Professional Developer's Program Planning Database (CG1.fp7). To develop, maintain or redesign a program, a needs assessment is conducted and analyzed, and gaps are identified.

- Each program has an overarching goal and is driven by a theory of change and a logic model to ensure a clear process for determining the effectiveness of the program. All professional development must align with the district's goal and school or department goals.
- Programs and its courses must clearly delineate what the learner should know and be able to do. Therefore, clear objectives and a methodology for evaluating the transference of new knowledge, skills, and techniques are incorporated into the theory of change and logic model. This information also assists in determining the target audience.
- Professional Development program courses and Course Types are reviewed at least annually by the program manager to ensure alignment and quality as defined by national and state standards. Planning, formative, and summative evaluations of the overall program and individual courses should be taken into consideration.
- Professional development programs are SBBC approved as part of the Broward County Professional Development System on an annual basis. Any new programs within the year are Board approved as an amendment to the system.
- Course Types and associated courses are developed as needed and entered into the management system. All Course Types (Components) and courses that are delivered by BCPS are reported to the state.

The success of the Professional Development Model relies on the specific roles of the professional development providers involved:
- **Program Managers**, responsible for the overall coordination of the program and all its components, and for the evaluation of the program in meeting its goal
- **Designers**, responsible for the creation of quality professional development courses aligned to the program objectives and for the evaluation of the course in meeting its objectives
- **Trainers**, responsible for the appropriate delivery of the courses in the program and for the evaluation of the course to improve future course delivery
- **Coaches and/or Mentors**, responsible for supporting participants of the program to ensure transfer of new knowledge and skills into the classroom or workplace
- **Inservice Facilitators,** responsible for disseminating and appropriate professional development information to all school staff; serve as the site-based liaison to the Human Resource Development (HRD) Division; maintain courses and file documentation for school-based professional development; promote effective professional development at their school
- **Organizers**, responsible for the day-to-day operations of a program, including the creation, maintenance, closure, and filing of documentation for all Course Types and courses.
- **Participants,** responsible for successfully completing all requirements of attended courses to improve job performance and/or increase student achievement, along with monitoring and maintaining individual inservice records
- **Administrators,** responsible for establishing and monitoring Professional Growth Plans for instructional personnel; approving individual alternative professional development opportunities, and monitoring the application of new knowledge and skills by staff after completing courses to improve job performance and/or increase student achievement

## 1.2.1 Sample Programs

The following are sample programs that provide examples of ways that the District supports participant improvement of job-related knowledge, skills, attitude, aspirations, and behaviors.

**Leadership Program**
As stated in the Professional Pathways Policy (Appendix C), a continuum of professional development programs for school-based leadership personnel has been established as the Leadership Experiences and Administrative Development (LEAD) Program, Interim Assistant Principal Program, the Intern Principal Program, and the First Year Principal Program. The Florida Principal Leadership Standards are the underpinnings of the leadership programs with the goal of creating a pool of qualified instructional leaders ready to meet the challenges schools are facing today. Additional guidelines and rules for Leadership in Broward County can be found as part of **Policy 4002, Section 3, 4002.14 and 4002.33**.

**Non-Instructional Program**
The School Board of Broward County recognizes the need to promote and support professional development for non-instructional employees in order to have a system which functions efficiently, while maintaining a safe, orderly, and secure environment that promotes teaching and learning. The Human Resource Development Division will work with stakeholders to develop and promote ongoing professional development activities for non-instructional personnel. These activities will center on helping personnel effectively perform in their current position and/or qualify them for promotional advancement.

**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.

**Effective Schools Program**
The Effective Schools Program of Continuous Quality Improvement (CQI) (School Improvement Plans F.S. 1001.42) provides an effective model for increasing student achievement by:
- Using research-based Theory
- Building/Sustaining an effective Team
- Identifying Time for professional development
- Assisting schools with a framework for using Technology
- Supporting schools with data analysis and data gathering Tools
- Conducting a comprehensive needs assessment

**Teacher Development Program**
A site-based, systemic, standardized New Teacher Induction Program consisting of a continuum of support for an educator's first three years of teaching, promotes a successful initial classroom experience. Included are comprehensive professional development opportunities and on-site coaching and mentoring support for content and pedagogical practices. This program will ensure growth, success and currency in the profession for new teachers resulting in an increased new teacher satisfaction level, thus impacting retention rates. Teacher Development Program for those beyond the first three years of experience exists to strengthen the professional practice of veteran educators.

**Urban Academies Program**
Broward County Public School's Urban Academies (UABC) Program, initiated in 1999, develops, hires, and retains high performing motivated educators in predominantly poor minority schools. The Urban Academy increases the number of quality teachers for urban schools by:
- Equipping candidates with appropriate and effective techniques and strategies that ensure success in teaching positions with what has been traditionally

considered the underserved population of students
- Providing an innovative teacher preparation and retention program that prepares and supports students committed to teaching in urban schools
- Providing candidates who have been identified as early as middle school, with a four-year rigorous high school curriculum plan that is aligned with professional educator preparation as well as continual support from local higher education institutions

The Urban Academy addresses the teacher education continuum, including high school and college students and practicing teachers, and has two distinct programs: the High School Urban Teacher Academy Program (UTAP) and the Professional Development Schools.

## 1.3 Professional Learning Model for Schools

Research documents that the most gains in knowledge, attitudes, skills, aspirations and behaviors at the school level come as a result of organized, ongoing professional learning opportunities. A focus on results is essential to professional development effectiveness. Results-driven improvement processes that focus on achieving specific and measurable improvement objectives provide opportunities for effective professional growth. Schools in the Broward County Public School District will strive to achieve this effectiveness through:

- A School Improvement Plan (SIP) based on raw data, which includes, but is not limited to:
  - Student achievement data (FCAT)
  - Adequate Yearly Progress (AYP)
  - School Discipline data
  - Professional Growth Plan (PGP) data
  - School and Community Climate surveys
- A School Professional Development (PD) Team consisting of an equal number of School Advisory Council Committee members appointed by the principal and the Faculty Council (Broward Teachers Union (BTU) Contract, Article 5, Section L.5). HRD recommends that the Inservice Facilitator at the site also be a member.
- An evaluation of the effectiveness of current professional development activities (BTU, Article 5, Section L.5) on participants to be conducted by the Professional Development Team.
- SMART (Specific, Measurable, Attainable, Relevant, and Timely) objectives for a school-wide Professional Development (PD) Plan based on current SIP goals and objectives.
- Plan appropriate activities for the staff development time allotted (BTU, Article 5, Section L.6), allowing faculty to review and provide input. These activities shall primarily focus on: reading, Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, family involvement, and school safety
- A timeline for the PD Plan and delegated responsibilities of the School Professional Development (PD) Team are created for the implementation of the plan.
- Organization of staff into a Professional Learning Community (PLC) composed of Collaborative Teams based on the PD Plan, PGP's, Classroom Walk Through, and/or any other needs assessment data.
- Aligning, monitoring, ensuring the documentation of, and evaluating the effectiveness of the professional learning communities on improved job performance and increased student achievement by the PD Team.

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### 1.3.1  Professional Growth Plan (PGP)

The Professional Growth Plan (Form #04691) is required pursuant to Florida State Statute 1012.98(4b)(5). PGP's are developed by individual teachers based on disaggregated student data, School Improvement Plan, Teacher Certification needs, and personal growth needs. It is about reflective thinking about what you do well and what skills need to be strengthened. Periodic assessments of which skills and knowledge will help improve your job performance are essential steps toward personal mastery.  Choosing the methods you will use to expand your mastery are practical steps toward professional growth.  Actually implementing the plan will lead to better work satisfaction and improved leadership. School administrator uses information for planning staff development for the following year

### 1.4 Professional Development Administrative Procedures

1. The Broward County Professional Development System and Master Inservice Plan will be approved by the School Board annually to ensure compliance and allow for dissemination of research-based best practices to other districts.  The School Board of Broward County will submit verification of their approval of this system to the Commissioner of Education every year, no later than October 1.

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

3. The Superintendent shall establish staff development advisories at the district, school administrative, and school levels to oversee instructional and non-instructional development.  The Human Resource Development (HRD) Division shall facilitate the meetings of each of these groups. Each group shall meet on a regular basis as follows:

   a. Professional Development Advisory Council composed of selected Innovation Zone Facilitator Principals shall meet on a quarterly basis with the option to meet more frequently as needed.

   b. Professional Development Coordinating Council composed of representatives of district departments who provide professional development shall meet quarterly with the option to meet more frequently as needed.

   c. Professional Development Network composed of representatives from the Elementary Curriculum Councils and Subject Area Councils shall meet on a monthly basis with the option to meet more frequently as needed.

4. Other procedures include:

   a. All district initiatives will be coordinated as part of a professional development program or programs.

   b. HRD is responsible for working with program managers to ensure evaluation of professional development programs and their alignment to district goals.

   c. Schools will articulate a plan for professional development as part of its school improvement plan. HRD will work with schools in the development

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of quality professional development plans.

    d.  A management system will be maintained to publicize, record, track and evaluate all formally initiated professional development activities.

    e.  Business Practice Bulletins for Professional Development Providers (Participants, Trainers, Coaches, Program Managers, Administrators, Inservice Facilitators, and Organizers) will guide the implementation of the Professional Development and Professional Learning Models.

## 1.5 District Professional Development Systems Checklist

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.

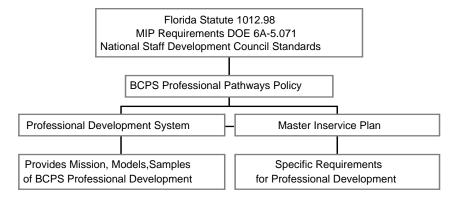| Florida Statute 1012.98 Requirements | |
| --- | --- |
| Requirement: | System Page # |
| 1. Design a Professional Development System that is aligned and linked with student and personnel needs, based on data sources:<br>• School Improvement Plans<br>• Annual performance appraisal data for teachers/administrators<br>• Annual school reports<br>• Student achievement data<br>• Parental satisfaction information<br>• School discipline data<br>• Other | **4-13, 15** |
| 2. Inservice activities included in the system shall primarily focus on:<br>• Reading<br>• Sunshine State Standards, subject content, teaching methods<br>• Technology<br>• Assessment and data analysis<br>• Classroom management<br>• Family Involvement<br>• School safety | **10-11** |
| 3. Districts must require school principals to establish and maintain individual professional development plans for each instructional employee. | **8, 11-12** |
| 4. Individual professional development plans for instructional personnel include:<br>• Inservice needs clearly related to specific student performance data for those to which assigned<br>• Clearly defined training objectives<br>• Specific measurable improvements in student performance resulting from training activity<br>• Evaluation component that determines effectiveness of plan | **11-12, 16-17** |

| | |
|---|---|
| 5. The professional development system must include inservice activities for school administrative personnel that address updated skills for effective school management and instructional leadership. | **Appendix D 49** |
| 6. Written verification that the master inservice plan meets all requirements. | **Cover letter 2** |
| **Professional Development System submitted includes:** | |
| 1. Amount of money spent in each inservice area and other major expense categories:<br>• Sunshine State Standards, subject content, teaching methods<br>• Technology<br>• Assessment and Data Analysis<br>• Classroom Management<br>• School Safety | **4** |
| 2. Methods for determining training needs of instructional and administrative personnel. | **9** |
| 3. Methods for identifying target audiences. | **15-17** |
| 4. Provision for the continuous evaluation of professional development programs. | **5-8, 15** |

(*Florida Department of Education Website,* Bureau of Educator Recruitment and Professional Development, *Obtained 7/07*)

## 2.0 MASTER INSERVICE PLAN

The following plan for Broward County Public School's inservice education was created to meet the State Board of Education's Administrative rules for all school districts to have a Master Inservice Plan, according to Rule 6A-1.0014 (Appendix B), pursuant to Florida Statute 1012.98 (Appendix A). The following diagram outlines the statute and policies that influence what information is incorporated into the Broward County Professional Development System and Master Inservice Plan:

Professional Development Requirements

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┌─────────────────────────────────────────┐
│         Florida Statute 1012.98          │
│      MIP Requirements DOE 6A-5.071       │
│ National Staff Development Council Standards │
└─────────────────────────────────────────┘
                    │
        ┌───────────────────────────┐
        │ BCPS Professional Pathways Policy │
        └───────────────────────────┘
          │                       │
┌──────────────────────────┐  ┌──────────────────────┐
│ Professional Development System │  │  Master Inservice Plan │
└──────────────────────────┘  └──────────────────────┘
          │                       │
┌──────────────────────────┐  ┌──────────────────────┐
│ Provides Mission, Models,Samples │  │ Specific Requirements │
│ of BCPS Professional Development │  │ for Professional Development │
└──────────────────────────┘  └──────────────────────┘
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## 2.1 Inservice Guidelines, Criteria, and Components

Inservice provides a systematic process designed to increase the competencies needed by instructional and non-instructional personnel to perform their assigned duties. These competencies are new skill sets beyond the scope of assigned duties and responsibilities and are intended to realize performance improvements over time. For this reason, the completion of assigned duties or responsibilities does not qualify for inservice points or inservice funds. To ensure that all professional development programs and plans are designed for high quality professional development, it is imperative to have guidelines for everyone to follow. This includes everyone involved in professional development.

There are various levels of evaluation for professional development courses, including planning, formative and summative evaluations. Application of how skills are learned or how behavior is changed must be specified. Reaction evaluations, or Course/Business Event Appraisals, are used to show the effect of all BCPS professional development in the job place, including educational settings. The appraisals are to be completed by participants after the completion of all coursework and should then be reviewed by the trainer, designer and program manager to assess future improvement of courses, plans, and programs. Participant evaluations, which may include pre- and post-assessments, will assess the degree to which the objectives of the course were mastered. If necessary, participants shall receive remediation beyond session participation until at least 80% mastery of the objectives is achieved. Impact evaluation, as evidenced through the Business Event Appraisal, describes how the event impacts behavior changes, improves job performance, and/or student achievement.

As of 2008, procedures and forms for professional development are available electronically through HRD-PDS and the District website.

### 2.1.1 Program or Course Group (CG)/Business Event Group (BEG)

A professional development program is a set of on-going professional learning activities and related resources directed toward professional growth. Planned coherent actions and support systems are designed and implemented to develop participant's knowledge, skills, attitudes, aspirations, and behaviors to impact job performance and improve student achievement.

Broward County Public School District programs are originally outlined utilizing various tools and are then entered into the management system. The Course Group/Business Event Group shall remain in the database and management system without changes to the goal or objectives for a minimum of five (5) years if at least one course has been held and shall include: a program title, the name of a qualified Program Manager and contact information, requirement codes for add-on certification programs if applicable, an HRD-PDS contact person, a Theory of Change and Logic Model, needs assessment data, a program goal and objectives, additional support and resources, appropriately aligned courses, and a method of evaluation outlining the degree to which the needs, goal and objectives have been addressed by the component activities as determined by the participants, trainers, designers, and program manager, and the impact of the professional development and learning in the educational setting. See Appendix D for a list of BCPS programs.

Please contact HRD-PDS for further procedures and forms in order to create programs.

### 2.1.2 Course Types (CT)/Business Event Types (BET)/Components

In Broward County, the CT's/BET's are the components of the Master Inservice Plan (MIP). Once a program/CG/BEG has been approved, CT's/BET's/Components are created, approved, and

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maintained by a qualified program manager. In order for professional development to be eligible for inservice points, it must follow the design of a Course Type that meets quality standards as determined by an individual trained in instructional design (Appendix E). A needs assessment must be conducted to determine the basis for offering the course along with the establishment of the target audience (e.g., administrators, instructional personnel, clerical/secretarial, facilities/maintenance, food service). The purpose and creation of Course Types must be aligned with the overall program/CG/BEG goal, 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. The following are several forms and tools provided for the creation of the CT/BET: Course Type Data Entry Form (previously BET Application) and Course Type/Business Event Type Self-Assessment Checklist (See the Professional Developer's Planning Database, CG1.fp7). The organizer then ensures that the information is entered into the management system. School-based inservice facilitators will work with HRD in planning and creating Course Types for their school site.

After delivery and successful completion of Course Type requirements by the participant, the Course Type information contained within the management system is documented on the participants' inservice record and is then reported to the state once a year. Each CT/BET must contain the CT/BET Component Requirements and must remain in the management system for a minimum of five years.

### 2.1.2.1 CT/BET Component Requirements
All components are required to include seven criteria (Appendix B).

1. Title
   a. Should be descriptive and unique for the component
2. *DOE Information Database Requirements: Inservice Education Component Number* (Section 2.1.2.5): The component numbers chosen from this database are reported to the state. Component numbers are called Course Types or Business Event Types by the BCPS.
   a. This is the code for determining the subject area of a component. This assists in determining which subject areas a person applying for certificate renewal wishes to apply the specific inservice points. It is important that all components are coded carefully since subject area points required for certificate renewal are identified primarily through the Component Identifier Numbers. The Identifier Number (Course Type (CT)/Business Event Type (BET) Number) is a 7-digit number assigned by the district to each individual component.
      i. Position 1: Function: The first digit indicates the function, which is the principal focus of the component (1-8). Example: *The first digit of any ESOL component would be 1 for subject content.*
      ii. Positions 2-4: Focus Area: The second, third, and fourth digits indicate the principal subject area upon which the component focuses. Example: *The second – fourth digits of any ESOL component would be 001.*
      iii. Positions 5-7: Sequence: The fifth, sixth, and seventh digits indicate the district's sequential numbering for each assigned subject area code, which is automatically assigned by the management computer system. Example: *These digits can be sequenced to further identify types of content of Add-on components. For example, ESOL Methodology could have a sequence of 001; ESOL Assessment could be 002; ESOL Curriculum 003, etc.*
3. Maximum number of inservice points to be awarded for successful completion
   a. Knowledge acquisition
      i. Participant must demonstrate at least 80% mastery of the specific objectives.

      ii. At least 75% of the time per component must have contact hours spent in learning knowledge, pedagogy or general teaching methods.

      iii. Includes interaction with an instructor or interaction with an instructional aid in a structured setting (i.e., research tools, instructional design tools, audiovisual materials, computerized instruction, or other technological approaches.

    b. Site competency demonstration (follow-up)

      i. Structured activities a participant may complete to demonstrate, in instructional settings, the knowledge acquired in the contact hours of the component.

      ii. Identify a method(s) to provide written and/or verbal feedback that is accessible to all participants.

      iii. Activities must address specific objectives.

      iv. Activities are approved by the instructor and the 'staff development director' (Program Manager or School-based Administrator/Professional Development Team.

      v. This must be verified by the trainer on the sign-in sheet prior to the participant getting credit for completing the component.

    c. Points awarded for successful completion of a component shall be assigned as follows:

      i. 1 point = 1 clock hour of participation

      ii. minimum of 3 hours in session + 1 hour follow-up per component

      iii. maximum of 6 hours in session + 2 hours follow-up per day

      iv. no more than 120 points per Course Type/BET/Component

4. General Objectives

    *a.* Purpose of component, including the target audience, and what the content will address. Example: *The purpose of this course is to introduce elementary teachers to updated concepts of biosystems by teaching them the latest terminology uses in describing life interrelationships and showing them how to teach biosystem concepts to elementary students via demonstration and discovery approaches.*

    *b.* Expected participant results, describes what participants are expected to achieve as a result of completing the course. Example: *Upon successful completion of the component, all participants will be able to conduct teaching units of biosystems for elementary students, using both teacher and student demonstration and discovery approaches.*

5. Specific Objectives

    a. Written statements of performance that indicates the competencies to be gained upon successful completion of the course.

    b. Must be sufficient in number to warrant the number of points being awarded

    c. Comprehensive and detailed to indicate to the presenter and the participant the competencies to be gained.

    d. Must be SMART (Specific, Measurable, Attainable, Relevant, and Timely).

6. Description of Activities

    a. The experiences and type of activities to be conducted to assist the participant in achieving the specific objectives and gaining the competencies expected to be gained. (i.e., Trainer Notes)

7. Evaluation Criteria:

    a. Successful participant completion

    b. Degree to which specific objectives have been addressed by the component activities as determined by the participants and component leaders

      i. Participant Evaluation: participants must show an increase in at least 80% of the objectives (via Pre-Post Tests or other valid measures). Participants completing an add-on program course must demonstrate all the required competencies.

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ii. Component Evaluation: All courses must be evaluated to measure the degree to which the specific objectives have been addressed as assessed by the participant and presenter. These are reviewed by the trainers, designers and program managers to determine the effectiveness of the course as aligned to the program.

## 2.1.2.2 Professional Development Alternatives

External Course Credit (CEU's), Action Research, and Independent Study are valid professional development alternatives for BCPS or Broward County Charter School employees. Each activity must qualify as learning activities eligible for inservice points, extend over three (3) or more learning hours, include follow-up activities and evaluation. An individual may earn a maximum of sixty (60) inservice points for any one of these alternatives within his/her validity period (five years). All qualifying professional development alternatives must meet the standards of professional development as defined by the Professional Pathways Policy (Appendix C).

## 2.1.2.2.1 Independent Study

BCPS employees utilize the professional development alternative called Independent Study in order to have the opportunity to achieve their professional growth goals when there are no other similar established courses in the Broward County School District's catalog. The objectives for this study are based upon a needs assessment and a designed focus of study that is aligned with the individual's professional growth plan. The study is self-directed, is no less than 30 hours, and includes two or more different Learning Activities and is designed, conducted, attended, and evaluated by the individual. Approval and observations of job-embedded implementation of the learning must be obtained from a supervising administrator.

## 2.1.2.2.2 Action Research

Action Research is a continuous improvement, disciplined inquiry by practitioners working to investigate issues related to performance improvement. By carrying out semester or year-long action research projects, teachers become more reflective about their instruction. They assume responsibility for developing their own knowledge and understanding, thus enhancing their professionalism. Action Research can be conducted individually or in collaboration with peers. The Action Research process involves identifying a question, implementing strategies, collecting and analyzing data and sharing findings. The study is no less than 30 hours, is self-directed, designed, conducted and/or attended, and evaluated by the individual. Approval and observations of job-embedded implementation of the learning must be obtained from a supervising administrator.

## 2.1.2.2.3 External Course Credit

An external course is a professional development alternative available to District employees when there are no other viable options within the Broward County School District's catalog in order for the individual to achieve professional growth goals. The course/workshop/CEU's offered through an outside provider must focus on a single topic of study. The course is chosen by the participant based upon a needs assessment and is aligned with his/her professional growth plan. The course has a focus of study, contains adult learning, follow-up through job-embedded implementation, is completed by the individual and observed by an administrator, and the participant achieves 80% mastery of the learning objectives showing evidence of the newly acquired knowledge and skills.

### 2.1.2.3 Course Types Eligible for Inservice Points

Professional development activities eligible to receive inservice points include:

- Workshops: *face-to-face* delivery method by a trainer.
- Electronic, Interactive: course is delivered in part or totally through BCPS Blackboard
- Electronic, Non-Interactive: delivery via Podcast, video, or computer with partial or no *face-to-face* delivery of material; follow-up may be face-to-face or computer-based.
- Independent Study: a self-directed Professional Development Alternative that is created by district employees when there are no other established Course Types or learning communities found in the Broward County School District's catalog.
- Action Research: disciplined inquiry about issues related to job performance improvement, which includes problem formation, data collection, data analysis, reporting results, and action planning.
- Study Groups/Learning Communities: a Collaborative Team of staff who meet regularly to study more effective learning and teaching practices that are aligned with the district and school goals.
- CEU's (Continuing Education Units): quantified time of an individual's educational accomplishments on a certificate after he/she has completed a significant non-credit educational and career enhancement experience. To be approved, CEU's must be included in an application for an External Course.

### 2.1.2.4 Activities Not Eligible for Inservice Points

Completion of assigned duties or responsibilities does not qualify for inservice points or inservice funds. Participants will not receive inservice points for any activity that is part of their assigned job; for activities considered personal improvement that are not directly related to his/her job responsibilities, informational meetings. Examples of activities in which participants will not receive inservice points include, but are not limited to, the following:

- Attending meetings / informational sessions / processing registration / record-keeping
- Attending activities designed for personal improvement
- Administering / scoring / screening tests for students or teachers
- Chaperoning activities involving students
- Completing grants / Requests for Proposals (RFP's)
- Evaluating textbooks
- Serving as an inservice facilitator; member of PD Team
- Serving on / attending bargaining agency meetings district councils, committees, or advisory boards (Ex. SACS, COE)
- Writing curriculum guides / materials
- Attending activities that do not incorporate all of the quality professional development standards

### 2.1.2.5 Determining Professional Development Hours

Once needs assessments and SMART objectives are established, the amount of time needed for participants to complete intended professional learning is determined. The learning will include hours spent in the learning activity (face-to-face or other delivery) plus the hours spent in job-embedded follow-up activities.

Professional development points earned are determined by the total number of hours spent in learning and follow-up activities. One clock hour is equal to one inservice point. No partial points are awarded. The event must extend over a stated period of time (a minimum of 3 hours per event, and a maximum of 6 hours in session per day). Anything below the 3+1 (see below) will be considered an information session.

A ratio of 3-to-1, with one hour of follow-up to every three hours in learning activity, or 75% minimum in learning activity and 25% maximum for follow-up, is used to calculate the total number of hours of professional development and translates into total points earned. The following chart provides a breakdown of Hours in Learning, Hours in Follow-up, and Total Hours/Points from left to right in two columns.

**Professional Development (PD) Hours Chart**

| Hours in Learning | Hours in Follow-up | Total Hours /Points | Hours in Learning | Hours in Follow-up | Total Hours /Points |
|---|---|---|---|---|---|
| 3 | | 4 | 27 | | 36 |
| 4 | 1 | 5 | 28 | 9 | 37 |
| 5 | | 6 | 29 | | 38 |
| 6 | | 8 | 30 | | 40 |
| 7 | 2 | 9 | 31 | 10 | 41 |
| 8 | | 10 | 32 | | 42 |
| 9 | | 12 | 33 | | 44 |
| 10 | 3 | 13 | 34 | 11 | 45 |
| 11 | | 14 | 35 | | 46 |
| 12 | | 16 | 36 | | 48 |
| 13 | 4 | 17 | 37 | 12 | 49 |
| 14 | | 18 | 38 | | 50 |
| 15 | | 20 | 39 | | 52 |
| 16 | 5 | 21 | 40 | 13 | 53 |
| 17 | | 22 | 41 | | 54 |
| 18 | | 24 | 42 | | 56 |
| 19 | 6 | 25 | 43 | 14 | 57 |
| 20 | | 26 | 44 | | 58 |
| 21 | | 28 | 45 | | 60 |
| 22 | 7 | 29 | 46 | 15 | 61 |
| 23 | | 30 | 47 | | 62 |
| 24 | | 32 | 48 | | 64 |
| 25 | 8 | 33 | 49 | 16 | 65 |
| 26 | | 34 | 50 | | 66 |

**2.1.2.6 DOE Information Database Requirements (*Inservice Education Component Number*)**

For every professional development CT/BET an identifying 7-digit state component number is created by the designer of the CT/BET and is composed of 3 sections; Function, Focus Area and Sequential Number. The first digit identifies the <u>function</u>, which is the principal focus of the component. The next three digits identify the principal subject or <u>focus area</u> upon which the component focuses. The last three digits are <u>assigned automatically</u> by the management system.

*POSITION 1:    FUNCTION (1 digit)*

Choose a one-digit code which identifies the function which is the principal focus of the component (S231600 (4) (b)3,F.S.)

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

*POSITIONS 2-4:FOCUS AREA (3 digits)*

Choose a three-digit code, which identifies the principal subject area upon which the component focuses.

| INSTRUCTION: Focuses on activities, which deal directly with the teaching of pupils or with pupil-teacher interaction. | | | |
|---|---|---|---|
| **BASIC PROGRAMS: PK-12** | **ESE PROGRAMS** | **VOCATIONAL EDUCATION PROGRAMS** | **ADULT/COMMUNITY PROGRAMS** |
| 000 Art | 100 Instructional Strategies | 200 Agribusiness & Natural Resource Education | 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 with 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 Pre-kindergarten | | | |
| 013 Reading | | | |
| 014 Safety/Driver Ed | | | |
| 015 Science | | | |
| 016 Social Studies | | | |
| 017 Writing | | | |

| **STUDENT AND INSTRUCTIONAL SUPPORT PROCESSES:** | |
|---|---|
| 400 Academic Interventions | 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 with 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 with 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 Operation 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 | |

*POSITIONS 5-7: 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 is automatically entered by the management system.

## 2.1.3 Courses/Business Events (BE's)

A professional development course is defined as the specific delivery of a Course Type in which participants learn new knowledge or skills. A course contains a specific start and end date, location, a specific amount of required time in and/or out of session, and a training provider (the organizer or inservice facilitator). The closing of the course results in earning inservice credit/points for participants who complete all requirements of the course/event. Trained organizers/inservice facilitators input this information into the current management system, provide and obtain documentation to/from the trainer, maintain the records, and close the course on the end date.

District courses are directly aligned with the Course Group/BEG and Course Type and an organizer/inservice facilitator should contact the district department to obtain permission prior to entering courses connected to it. The *Professional Development Scheduling Criteria and Guidelines* is updated each fiscal year and utilized to assist schools and district departments in coordinating dates for offering professional development for participants. HRD will work with schools to ensure that their courses/BE's are directly aligned with the school's goals and entered into the management system for state reporting and yearly evaluation.

## 2.1.4 Inservice Points

The following are the guidelines for the awarding of inservice points on individual inservice records:

**For inservice points within a validity period**

- Inservice points are valid one time (course/BE) per Course Type/BET during the participant's certification validity period (five years).
- A maximum of 60 inservice points may be earned for each Professional Development Alternative (Independent Study, Action Research, External Course) during an individual's certification validity period (five years).

**Inservice Points Eligibility Requirement**

- Eligibility for inservice points is based upon participant:
  - Attendance at all scheduled learning hours
  - Mastery of 80% of specific objectives as listed in the event
  - Completion of follow-up activities/site competency demonstration
  - Completion of the ESS Course/Business Event Appraisal prior to the End Date of the course
- The trainer initials in the appropriate box for each participant indicating the completion of all course requirements (see above), provides a signature verifying completion of the sign-in sheet and/or cancellation reasons, and returns this documentation to the organizer/inservice facilitator who will input the information into the management system.

**Certification/Recertification Information and Use of College Credits**

The Certification and Incentives Department may be contacted for further information.

**External (Non-BCPS) Participant Points (Certificate of Completion, Event History, ESS)**

Form #2000 (half sheet in triplicate) is no longer used by HRD as an external (Non-BCPS) completion form. This form was used prior to May 9, 2007 and will be valid for recertification if the form is dated within the five-year validity period. The individual participant is responsible for maintaining his/her certificates received prior to May 9, 2007 until they are submitted to the District Certification Department for certificate renewal. Professional Development Services System (PDSS) **Event History** should be used as evidence of course completion for all external participants between May 9, 2007 and June 11, 2008. After July 25, 2008 all external participants will utilize the web-based External Self-Service (ESS) inservice record documentation. External participants are expected to follow the same guidelines as internal participants to earn credit for course completion.

**Inservice Credit Adjustment Process**

If an error occurs, that is, a participant has completed all of the requirements for a course and did not receive inservice points/credit, a Credit Adjustment form is completed by an inservice facilitator/organizer/trainer or participant.

**2.1.5 Record Retention of Inservice Files**

The Florida Department of Education requires that all inservice files be retained in one central location for a period of five years from the End Date of the course. (General Records Schedule GS7 for Public Schools Pre-K-12, Adult and Vocational/Technical.)
Guidelines for record retention beginning 07/01/2008:
- Create one Course Type/BET file folder, which contains the Course Type Data Entry Form (previously BET Application).
  - The tab on this folder should have the Course Group Title and Number, Course Type/BET Name and Number.
- Create one file folder per Course/Business Event filed directly behind the appropriate Course Type/BET.

- o The tabs on or inside covers of these file folders should contain the following information:
  - Course Name
  - Course/BE Number
  - Start, End, and Close Dates of the Course/Business Event
- o Contents of file folders
  - District Approved (SAP) Sign-in sheets with participant name, ESS personnel numbers, and signatures for each day in session, organizer signature, and trainer signature showing each participant's completion of:
    - o Follow-up Activities
    - o At least 80% Mastery of Objectives
  - Appraisal list
  - Participation list
  - Cancellation list
  - Appraisals Report
- Central location for five (5) year file storage
  - Current fiscal year open and closed files remain with the organizer/inservice facilitator.
  - Identify file cabinet at district or school site for the remaining files and ensure that at least one person on staff has access throughout the year. If the Inservice Facilitator or Organizer is out of the school/office, another individual must be able to access the records in order to provide documentation to a participant, HRD, and/or the Certification Department upon request.
  - Files that are six years old or older may be discarded (shred documents with any identifying information on them)

## 2.1.6 Stipends and Supplements

The District offers educators a variety of ways to earn stipends and supplements, including the Basic Incentive Awards, Advanced Incentive Awards and Teacher-Directed Improvement Funds (TDIF). More information about these and the following New Teacher Professional Development Supplement application may be found in the Broward Teachers' Union Collective Bargaining Agreement.

### 2.1.6.1 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 (Appendix E, Section 6). 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 inservice 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 applied for the supplement.
2. The teacher must have completed six (6) college credits or 120 inservice 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 an application form and attach a copy of the transcript and/or inservice record showing that the teacher has earned six college credits and/or 120 inservice 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. Inservice records may be obtained from the management system.

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 Human Resources Information Systems (HRIS) Department for payment.

## 2.2 Teacher Education Add-on Certification Programs

The following are approved add-on certification programs. Specific information on each is created by and available from the responsible department.

### Approved by the Florida Department of Education

| Broward County School District | | Professional Development | | |
|---|---|---|---|---|
| 3531 Davie Road | | Gracie M. Diaz, Assistant Superintendent | | |
| Davie Florida 33314 | | 754- 321-5000 | | |

| Code | *Program*/Department | Initial | Latest | Expires |
|---|---|---|---|---|
| 338 | *ESOL* <br> Multicultural & ESOL <br> Program Service Education | 1994 | 2007 | 2012 |
| 488 | *Reading* <br> Reading, Core Curriculum | 2004 | 2009 | 2009 |
| 339 | *Gifted* <br> Exceptional Student Education | 1984 | 2007 | 2012 |

**3.0 APPENDIX**

**Appendix A**

**Florida Statute 1012.98**

**2006 Legislation A++ Plan**

**1012.98 School Community Professional Development Act**

(1) The Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations in this state shall work collaboratively to establish a coordinated system of professional development. The purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development must align to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council.

(2) The school community includes students and parents, administrative personnel, managers, instructional personnel, support personnel, members of district school boards, members of school advisory councils, business partners, and personnel that provide health and social services to students.

(3)  The activities designed to implement this section must:

  (a) Support and increase the success of educators through collaboratively developed school improvement plans that focus on:

    1. Enhanced and differentiated instructional strategies to engage students in a rigorous and relevant curriculum based on state and local educational standards, goals, and initiatives;

    2. Increased opportunities to provide meaningful relationships between teachers and all students; and

    3. Increased opportunities for professional collaboration among and between teachers, guidance counselors, instructional leaders, postsecondary educators engaged in preservice training for new teachers, and the workforce community.

  (b) Assist the school community in providing stimulating, scientific research-based educational activities that encourage and motivate students to achieve at the highest levels and to participate as active learners and that prepare students for success at subsequent educational levels and the workforce.

  (c) Provide continuous support for all education professionals as well as temporary intervention for education professionals who need improvement in knowledge, skills, and performance.

(4) The Department of Education, school districts, schools, community colleges, and state universities share the responsibilities described in this section. These responsibilities include the following:

(a) The department shall disseminate to the school community research-based professional development methods and programs that have demonstrated success in meeting identified student needs. The Commissioner of Education shall use data on student achievement to identify student needs. The methods of dissemination must include a web-based statewide performance support system, including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available assistance.

(b) Each school district shall develop a professional development system as specified in subsection (3). The system shall be developed in consultation with teachers, teacher-educators of community colleges and state universities, business and community representatives, and local education foundations, consortia, and professional organizations. The professional development system must:

1. Be approved by the department. All substantial revisions to the system shall be submitted to the department for review for continued approval.

2. Be based on analyses of student achievement data and instructional strategies and methods that support rigorous, relevant, and challenging curricula for all students. Schools and districts, in developing and refining the professional development system, shall also review and monitor school discipline data; school environment surveys; assessments of parental satisfaction; performance appraisal data of teachers, managers, and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

3. Provide inservice activities coupled with follow-up support appropriate to accomplish district-level and school-level improvement goals and standards. The inservice activities for instructional personnel shall focus on analysis of student achievement data, ongoing formal and informal assessments of student achievement, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, and reading in the content areas, enhancement of subject content expertise, integrated use of classroom technology that enhances teaching and learning, classroom management, parent involvement, and school safety.

4. Include a master plan for inservice activities, pursuant to rules of the State Board of Education, for all district employees from all fund sources. The master plan shall be updated annually by September 1, must be based on input from teachers and district and school instructional leaders, and must use the latest available student achievement data and research to enhance rigor and relevance in the classroom. Each district inservice plan must be aligned to and support the school-based inservice plans and school improvement plans pursuant to s. 1001.42(16). District plans must be approved by the district school board annually in order to ensure compliance with subsection (1) and to allow for dissemination of research-based best practices to other districts. District school boards must submit verification of their approval to the Commissioner of Education no later than October 1, annually.

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5. Require each school principal to establish and maintain an individual professional development plan for each instructional employee assigned to the school as a seamless component to the school improvement plans developed pursuant to s. 1001.42(16). The individual professional development plan must:

   a. Be related to specific performance data for the students to whom the teacher is assigned.

   b. Define the inservice objectives and specific measurable improvements expected in student performance as a result of the inservice activity.

   c. Include an evaluation component that determines the effectiveness of the professional development plan.

6. Include inservice activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management pursuant to s. 1012.986.

7. Provide for systematic consultation with regional and state personnel designated to provide technical assistance and evaluation of local professional development programs.

8. Provide for delivery of professional development by distance learning and other technology-based delivery systems to reach more educators at lower costs.

9. Provide for the continuous evaluation of the quality and effectiveness of professional development programs in order to eliminate ineffective programs and strategies and to expand effective ones. Evaluations must consider the impact of such activities on the performance of participating educators and their students' achievement and behavior.

(c) The Department of Education shall approve a public state university having an approved physical education teacher preparation program within its college of education to develop and implement an Internet-based clearinghouse for physical education professional development programs that may be accessed and used by all instructional personnel. The development of these programs shall be financed primarily by private funds and shall be available for use no later than August 1, 2005.

(5) Each district school board shall provide funding for the professional development system as required by s. 1011.62 and the General Appropriations Act, and shall direct expenditures from other funding sources to continuously strengthen the system in order to increase student achievement and support instructional staff in enhancing rigor and relevance in the classroom. A school district may coordinate its professional development program with that of another district, with an educational consortium, or with a community college or university, especially in preparing and educating personnel. Each district school board shall make available inservice activities to instructional personnel of nonpublic schools in the district and the state certified teachers who are not employed by the district school board on a fee basis not to exceed the cost of the activity per all participants.

(6) An organization of private schools which has no fewer than 10 member schools in this state, which publishes and files with the Department of Education copies of its standards, and the member schools of which comply with the provisions of part II of chapter 1003, relating to compulsory school attendance, may also develop a professional development system that includes a master plan for

inservice activities. The system and inservice plan must be submitted to the commissioner for approval pursuant to rules of the State Board of Education.

(7)  The Department of Education shall disseminate, using web-based technology, research-based best practice methods by which the state and district school boards may evaluate and improve the professional development system. The best practices must include data that indicate the progress of all students. 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 of any intervention provided.

(8)  The State Board of Education may adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.

(9)  This section does not limit or discourage a district school board from contracting with independent entities for professional development services and inservice education if the district school board can demonstrate to the Commissioner of Education that, through such a contract, a better product can be acquired or its goals for education improvement can be better met.

(10) For teachers, managers, and administrative personnel who have been evaluated as less than satisfactory, a district school board shall require participation in specific professional development programs as part of the improvement prescription.

(11) The department shall disseminate to the school community proven model professional development programs that have demonstrated success in increasing rigorous and relevant content, increasing student achievement and engagement, and meeting identified student needs. The methods of dissemination must include a web-based statewide performance-support system including a database of exemplary professional development activities, a listing of available professional development resources, training programs, and available technical assistance.

 History.--s. 789, ch. 2002-387; s. 10, ch. 2003-118; s. 47, ch. 2003-391; s. 75, ch. 2004-41;
 s. 5, ch. 2004-255; s. 62, ch. 2006-74.

**16)  IMPLEMENT SCHOOL IMPROVEMENT AND ACCOUNTABILITY**.--Maintain a system of school improvement and education accountability as provided by statute and State Board of Education rule. This system of school improvement and education accountability shall be consistent with, and implemented through, the district's continuing system of planning and budgeting required by this section and ss. 1008.385, 1010.01, and 1011.01. This system of school improvement and education accountability shall include, but is not limited to, the following:

(a)  School improvement plans.--Annually approve and require implementation of a new, amended, or continuation school improvement plan for each school in the district. A district school board may establish a district school improvement plan that includes all schools in the district operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs. The school improvement plan shall be designed to achieve the state education priorities pursuant to s. 1000.03(5) and student proficiency on the Sunshine State Standards pursuant to s. 1003.41. Each plan shall address student achievement goals and strategies based on state and school district proficiency standards. The plan may also address issues relative to other academic-related matters, as determined by district school board policy, and shall include an accurate, data-based analysis of student achievement and other school performance data. Beginning with plans approved for implementation in

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the 2007-2008 school year, each secondary school plan must include a redesign component based on the principles established in s. 1003.413. For each school in the district that earns a school grade of "C" or below, or is required to have a school improvement plan under federal law, the school improvement plan shall, at a minimum, also include:

1. Professional development that supports enhanced and differentiated instructional strategies to improve teaching and learning.

2. Continuous use of disaggregated student achievement data to determine effectiveness of instructional strategies.

3. Ongoing informal and formal assessments to monitor individual student progress, including progress toward mastery of the Sunshine State Standards, and to redesign instruction if needed.

4. Alternative instructional delivery methods to support remediation, acceleration, and enrichment strategies.

(b) Approval process.--Develop a process for approval of a school improvement plan presented by an individual school and its advisory council. In the event a district school board does not approve a school improvement plan after exhausting this process, the Department of Education shall be notified of the need for assistance.

(c) Assistance and intervention.--

1. Develop a 2-year plan of increasing individualized assistance and intervention for each school in danger of not meeting state standards or making adequate progress, as defined pursuant to statute and State Board of Education rule, toward meeting the goals and standards of its approved school improvement plan.

2. Provide assistance and intervention to a school that is designated with a grade of "D" pursuant to s. 1008.34 and is in danger of failing.

3. Develop a plan to encourage teachers with demonstrated mastery in improving student performance to remain at or transfer to a school with a grade of "D" or "F" or to an alternative school that serves disruptive or violent youths. If a classroom teacher, as defined by s. 1012.01(2)(a), who meets the definition of teaching mastery developed according to the provisions of this paragraph, requests assignment to a school designated with a grade of "D" or "F" or to an alternative school that serves disruptive or violent youths, the district school board shall make every practical effort to grant the request.

4. Prioritize, to the extent possible, the expenditures of funds received from the supplemental academic instruction categorical fund under s. 1011.62(1)(f) to improve student performance in schools that receive a grade of "D" or "F."

(d) After 2 years.--Notify the Commissioner of Education and the State Board of Education in the event any school does not make adequate progress toward meeting the goals and standards of a school improvement plan by the end of 2 years of failing to make adequate progress and proceed according to guidelines developed pursuant to statute and State Board of Education rule. School districts shall provide intervention and assistance to schools in danger of being designated with a grade of "F," failing to make adequate progress.

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(e) Public disclosure.--Provide information regarding performance of students and educational programs as required pursuant to ss. 1008.22 and 1008.385 and implement a system of school reports as required by statute and State Board of Education rule that shall include schools operating for the purpose of providing educational services to youth in Department of Juvenile Justice programs, and for those schools, report on the elements specified in s. 1003.52(19). Annual public disclosure reports shall be in an easy-to-read report card format and shall include the school's grade, high school graduation rate calculated without GED tests, disaggregated by student ethnicity, and performance data as specified in state board rule.

(f) School improvement funds.--Provide funds to schools for developing and implementing school improvement plans. Such funds shall include those funds appropriated for the purpose of school improvement pursuant to s. 24.121(5)(c).

1012.986 William Cecil Golden Professional Development Program for School Leaders.--

(1) There is established the William Cecil Golden Professional Development Program for School Leaders to provide high standards and sustained support for principals as instructional leaders. The program shall consist of a collaborative network of state and national professional leadership organizations to respond to instructional leadership needs throughout the state. The network shall support the human-resource development needs of principals, principal leadership teams, and candidates for principal leadership positions using the framework of leadership standards adopted by the State Board of Education, the Southern Regional Education Board, and the National Staff Development Council. The goal of the network leadership program is to:

(a) Provide resources to support and enhance the principal's role as the instructional leader.

(b) Maintain a clearinghouse and disseminate data-supported information related to enhanced student achievement, based on educational research and best practices.

(c) Build the capacity to increase the quality of programs for preservice education for aspiring principals and inservice professional development for principals and principal leadership teams.

(d) Support best teaching and research-based instructional practices through dissemination and modeling at the preservice and inservice levels for both teachers and principals.

(2) The Department of Education shall coordinate through the network identified in subsection (1) to offer the program through multiple delivery systems, including:

(a) Approved school district training programs.

(b) Interactive technology-based instruction.

(c) Regional consortium service organizations pursuant to s. 1001.451.

(d) State, regional or local leadership academies.

(3) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.

History.--s. 63, ch. 2006-74.

s. <u>1011.62</u>

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

**Appendix B**

**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 non-automated 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

**Appendix C**

**Professional Pathways Policy 4214**
**Broward County School Board's Professional Pathways Policy 4214**

**THE BROWARD COUNTY SCHOOL BOARD PLACES A HIGH VALUE ON ITS HUMAN RESOURCES, AS THEY ARE THE STRENGTH AND FOUNDATION OF THE ENTIRE ORGANIZATION.**

**THE PURPOSE OF THE PROFESSIONAL PATHWAYS POLICY IS TO PROVIDE A STRUCTURE FOR THE ORGANIZATIONAL LEARNING AND DEVELOPMENT OF ALL EMPLOYEES RESULTING IN INCREASED STUDENT ACHIEVEMENT AND ENHANCED JOB PERFORMANCE, THUS PREPARING STUDENTS FOR CONTINUING EDUCATION AND THE WORKFORCE.**

**THE NATIONAL STAFF DEVELOPMENT COUNCIL STANDARDS (NSDC, 2001), THE FLORIDA PROFESSIONAL DEVELOPMENT SYSTEM EVALUATION PROTOCOL AND THE FLORIDA LEADERSHIP STANDARDS CONSTITUTE THE FRAMEWORK FOR THE PROFESSIONAL PATHWAYS POLICY.**

**TO FACILITATE THE ESTABLISHMENT OF THE FRAMEWORK OF THIS POLICY, THE BROWARD COUNTY EDUCATION CONSORTIUM IS ACCEPTED AS THE COORDINATING BODY FOR PROFESSIONAL PATHWAYS AND OTHER INITIATIVES AMONG THE BROWARD COUNTY SCHOOL BOARD, HIGHER EDUCATION INSTITUTIONS SERVING BROWARD COUNTY AND AUXILIARY PARTNERS.**

AUTHORITY: F.S. 1001.41, s.1012.98 – School Community Professional Development Act
Adopted: 8/20/96
Amended:11/13/01

Adopted: 6/5/07

**FRAMEWORK:**

### A.  PROFESSIONAL DEVELOPMENT STANDARDS

Staff development standards provide a framework to ensure that professional development programs provide educators with necessary knowledge, attitudes, skills, aspirations and behaviors to impact student achievement. Staff development must be results-driven, standards-based, and job-embedded.

#### 1.  National Staff Development Council (NSDC) Standards

The system of professional development in Broward County adheres to the following standards adopted by the National Staff Development Council (NSDC Revised, 2001):

##### a)  CONTEXT STANDARDS

Staff development that improves the learning of all students:
1. Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
2. Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
3. Requires resources to support adult learning and collaboration. (Resources)

##### b)  PROCESS STANDARDS

Staff development that improves the learning of all students:
1. Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-driven)
2. Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
3. Prepares educators to apply research to decision-making. (Research-based)
4. Uses learning strategies appropriate to the intended goal. (Design)
5. Applies knowledge about human learning and change. (Learning)
6. Provides educators with the knowledge and skills to collaborate. (Collaboration)

##### c)  CONTENT STANDARDS

Staff development that improves the learning of all students:
1. 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. (Quality Teaching)
2. Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)
3. Prepares educators to understand and appreciate all students; create safe, orderly and supportive learning environments; and hold high expectations for their academic achievement. (Equity)

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## 2. Florida Professional Development System Evaluation Protocol

The system of professional development in Broward County aligns to the Florida Professional Development System Evaluation Protocol, and seeks to implement these standards to meet legal requirements and reflect research-based professional practices. The Professional Development in Broward County includes four strands: planning, delivery, follow-up, and evaluation at the district, school, and faculty level.

a) **FACULTY LEVEL (1) refers to all instructional personnel in public schools who are the participants in the professional development and who will in turn use the skills and knowledge gained in their everyday teaching.**

**Planning (1)**

**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
- School Improvement Plan
- Teacher certification needs
- Professional growth interests and
- 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 Professional Growth Plan:**
The Professional Growth Plan (PGP) is directly related to specific student performance data that:
- Pertains to those areas to which the teacher is assigned
- Contains clearly defined training objectives
- Includes only professional development that is research-based
- Specifies measurable improvement in student performance resulting from the training activity
- Includes an evaluation component documenting the expected student performance gains

**1.1.5 Content:**
Training activities in the plan focus primarily on:
- Sunshine State Standards
- Subject content
- Teaching methods
- Technology
- Assessment and data analysis

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- Classroom management
- School safety
- Family involvement

**1.1.6 Learning Communities (small groups of faculty who meet regularly to study more effective learning and teaching practices):**
The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district.

**Delivery (2)**

**1.2.1 Relevance of Professional Development:**
The training objectives of the delivered training reflect directly the objectives specified in the Professional Growth Plan (PGP).

**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.

**Follow-up (3)**

**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.

**Evaluation (4)**

**1.4.1 Implementing the Plan:**
The faculty member and school administrator conduct an evaluation that documents that the PGP was implemented 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 that 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
- Checklists of performance when appropriate

**1.4.4 Action Research** (a defined plan of study in which the teacher documents what changes will be made and collects formal data on the resulting changes in students)
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 PGP evaluation to help develop the needs assessment process for the next school year's PGP development and discontinue professional development if it does not demonstrate improvements in student performance.

**b) SCHOOL LEVEL (2) Standards in this level include all school-based personnel involved in instruction.**

**Planning (1)**

**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, by using surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.

**2.1.2 Reviewing Professional Growth Plans:**
The school administrator determines the extent to which each training activity on each PGP 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
- School/district strategic planning

**2.1.6 Content:**
Training activities specified in the school's professional development system focus primarily on:
- Sunshine State Standards
- Subject content
- Teaching methods
- Technology
- Assessment and data analysis
- Classroom management, school safety
- 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.

**Delivery (2)**

**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.

**Follow-up (3)**

**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.

**Evaluation (4)**

**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
   • 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 to help develop the needs assessment process for the next school year's professional development planning process and will 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 **Florida Statute**

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**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.

**c) DISTRICT LEVEL (3) refers to the district departments responsible for creating and implementing a district-wide professional development system.**

**Planning (1)**

**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, by using 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
  • 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
  • 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.

**Delivery (2)**

**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:**

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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.

**Follow-up (3)**

**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.

**Evaluation (4)**

**3.4.1  Implementing the System**:
The district conducts a formal evaluation of professional development that documents the extent to which planned professional development

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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 student 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 will 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 **Florida 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
  • Family involvement

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

## 1 B.  FLORIDA PRINCIPAL LEADERSHIP STANDARDS

The School Board of Broward County recognizes the need for school leaders to possess the abilities and skills necessary to perform their designated tasks at a high-performing level.  In doing so, the District has aligned its school-based leadership development programs to reflect the **State Board of Education, Administrative Rule (SBE) 6B-5.0012**, approved on April 19, 2005.  This rule requires the school leader, commensurate with job requirements and delegated authority, to demonstrate competence in the following ten standards divided into three categories.

1. **INSTRUCTIONAL LEADERSHIP**

   a. **Instructional Leadership**
   High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

   b. **Managing the Learning Environment**
   High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

   c. **Learning, Accountability, and Assessment**
   High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

2. **OPERATIONAL LEADERSHIP**

   d. **Decision-Making Strategies**
   High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

   e. **Technology**
   High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

   f. **Human Resource Development**
   High Performing Leaders recruit, select, nurture, where appropriate, retain effective personnel, develop mentor and partnership programs, design and implement comprehensive professional growth plans for all staff – paid and volunteer.

   g. **Ethical Leadership**
   High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

3. **SCHOOL LEADERSHIP**

   h. **Vision**
   High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

   i. **Community and Stakeholder Partnerships**
   High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

   j. **Diversity**
   High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

## C.  BROWARD COUNTY PROFESSIONAL DEVELOPMENT SYSTEM

Broward County, with a more than 260,000 multicultural student population, 17,000 full-time instructional staff, and 273 public schools, has met the challenge of personalizing professional development in this large urban system by utilizing a comprehensive approach that focuses on linking professional development to student achievement.

**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 by the state department of education to guide districts in developing their professional development systems. 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.

### 1.  MASTER INSERVICE PLAN FOR INSTRUCTIONAL PERSONNEL

Broward County School District offers its employees a Master Inservice Plan (MIP) for inservice activities (**Florida Statute 1012.98 (1)**). The goal of the plan is to provide a systematic process designed to increase the competencies needed by instructional personnel to perform their assigned duties.  The competencies addressed include: knowledge, attitudes, skills, aspirations, and behaviors, and are intended to enable personnel to perform their tasks with maximum effectiveness.  Inservice activities are also available for instructional personnel employed by non-district schools. The MIP includes activities for school administrative personnel that address updated skills necessary for instructional leadership and effective school management. The MIP guidelines specify the criteria for inservice points. A professional development management system enables registration and maintenance of coordinated inservice and professional development records, and provides data to both end users and evaluators.

The content focus areas specified for instructional personnel in the MIP include, but are not limited to:

- Reading
- Sunshine State Standards, subject content, teaching methods
- Technology
- Assessment and data analysis
- Classroom management
- Family Involvement
- School safety

### 2.  PROFESSIONAL GROWTH PLANS (PGP)

**Individual professional development plans are known as Professional Growth Plans (PGP) in Broward County Schools.** Individual professional development needs are identified and a plan to meet those needs is established in order to positively impact student achievement and to improve the performance of a teacher. Teachers are required to have professional growth plans indicating professional development that addresses student needs, have clear, measurable training objectives and an evaluation component to determine efficacy. Professional Growth Plans (PGP) are used by schools to collect, analyze, and interpret data to guide professional learning at the school and to

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seek professional development at the school or district level. All instructional personnel create or update a Professional Growth Plan annually. This individual professional development plan is required as stated in **Florida Statute 1012.984 (b) (5)**.

### 3. PROFESSIONAL GROWTH AND DEVELOPMENT FOR NON-INSTRUCTIONAL PERSONNEL

Research-based professional development builds on acquired knowledge and skills. Continuums fulfill and build paths for professional development and growth for non-instructional personnel and provide the means for attracting, developing and retaining quality employees. The district will align support systems and/or programs to assist non-instructional personnel at each stage of the continuum.

The Human Resource Development (HRD) Department will work with stakeholders in developing these continuums and provide ongoing professional development activities to non-instructional personnel. Non-Instructional personnel will be strongly encouraged to develop their own individualized Professional Growth Plans and participate in activities which are designed to enhance interpersonal and leadership skills that address the knowledge, attitudes, skills, aspiration and behaviors necessary to effectively perform in their current position and/or to qualify for advancement.

### D. PROFESSIONAL DEVELOPMENT MODEL

The professional development model in Broward County occurs through planned professional development programs focused on the improvement of job-related knowledge, skills, attitude, aspirations, and behaviors of all Broward school district employees and other participants. A program is developed to meet the needs of participants as determined by data and in alignment with the district strategic plan and priorities. Each program will include an overall goal and be driven by a theory of change and a logic model to ensure a clear process for determining the effectiveness of the program.

The model will be implemented through:

1. The creation of professional development programs that coordinate and align all professional development offerings and activities; include coaching and mentoring components; and provide support mechanisms to ensure mastery of intended outcomes.

2. Designated individuals with specific roles in the management of a program:

   - **Program Manager**, responsible for the overall coordination of the program and all its components, and for the evaluation of the program in meeting its goal;
   - **Designers**, responsible for the creation of quality professional development events aligned to the program objectives;
   - **Trainers**, responsible for the appropriate delivery of the events in the program;
   - **Coaches and/or Mentors**, responsible for supporting the participants of the program to ensure job impact and application; and
   - **Organizers**, responsible for the day-to-day operations of a program.

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3. The **Professional Developer's Program** to support individuals designated as part of the professional development model.

4. The centralization, publication and dissemination of information about all professional development programs in a master catalogue providing easy access to employees.

5. The review of each professional development program and its components by the program manager with the assistance of HRD to ensure alignment and quality as defined by national and state standards.

A continuum of professional development programs for school-based leadership personnel has been established and is known as The Seasons of Development. The Florida Principal Leadership Standards are the underpinnings of the programs with the goal of creating a pool of qualified instructional leaders ready to meet the challenges schools are facing today. Additional guidelines and rules for Leadership in Broward County can be found as part of **Policy 4002.14 and 4002.33**.

The School Board of Broward County, also recognizes the need to promote and support professional development for non-instructional employees in order to have a system that functions efficiently while maintaining a safe, orderly and secure environment that promotes teaching and learning. The Human Resource Development Department will work with stakeholders in developing and promoting ongoing professional development activities for non-instructional personnel. These activities will be centered on helping personnel effectively perform in their current position and/or to qualify them for promotional advancement.

The **Effective Schools Program of Continuous Quality Improvement (CQI)** provides an effective model for increasing student achievement by (**School Improvement Plans F.S. 1001.42**):

- Using research-based theory
- Building/Sustaining an effective team
- Identifying time for staff development
- Assisting schools with a framework for using technology
- Supporting schools with data analysis and data gathering tools
- Conducting a comprehensive needs assessment

A site-based, systemic, standardized **New Teacher Induction Program** consisting of a continuum of support for an educator's first three years of teaching promotes a successful initial classroom experience. Included are comprehensive professional development opportunities and on-site coaching and mentoring support for content and pedagogical practices. This program will insure growth, success and currency in the profession for new teachers resulting in a increased new teacher satisfaction level thus impacting retention rates.

**Teacher Development Programs** for those beyond the first three years of experience exist to strengthen the professional practice of educators. These include:

- Managing and monitoring student learning in the classroom
- Demonstrating skills to develop, deliver and assess instruction
- Using a variety of materials and multiples resources to achieve student learning goals
- Collaboration with colleagues to improve student performance

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- Contributing to the learning of other adults
- Communicating effectively with parents and adults

**Broward County Public School's Urban Academies (UABC) Program,** initiated in 1999, develops, hires, and retains high performing motivated educators in predominantly poor minority schools. The Urban Academy increases the number of quality teachers for urban schools by:

- Equipping candidates with appropriate and effective techniques and strategies that ensure success in teaching positions with what has been traditionally considered the underserved population of students.
- Providing an innovative teacher preparation and retention program that prepares and supports student committed to teaching in urban schools.
- Providing candidates that have been identified as early as middle school with a four-year rigorous high school curriculum plan that is aligned with professional educator preparation, as well as continual support from local higher education institutions.

The Urban Academy addresses the teacher education continuum, including high school and college students and practicing teachers, and has two distinct programs: the High School Urban Teacher Academy Program (UTAP) and the Professional Development Schools.

The **Grants Administration and Government Programs (GA&GP)** is part of the Human Resource Development Department for the purpose of aligning funding. This unit ensures the alignment of grant funding to the District Strategic Plan and Priorities. All major proposals for grants go through a district review process to ensure professional development components are aligned to national and state standards for quality.

## E.    PROFESSIONAL LEARNING MODEL

Research documents that the most gains in knowledge, attitudes, skills, aspirations and behaviors at the school level comes as a result of organized, ongoing professional learning opportunities. The Human Resource Development Department will support schools in the development of Professional Growth Plans (PGP) that are aligned with the School Improvement Plan (SIP) and state standards. These plans will focus on the research-based strategies of:

- Professional Learning Communities
- Action Research
- Sustained professional development
- Coaching & Mentoring support

Site-based plans will be based on needs gathered from student achievement data, professional growth plan data, staff performance data and community surveys.

The District Departments and the Schools will work together to provide quality professional development and learning to all employees. While District Departments will focus on professional development with quality programs, events and support structures, the Schools will focus on Professional Learning Communities (PLC), collaborative teams focused on learning and oriented on results. Together, professional growth will be focused and sustained to move the district towards reaching its goals.

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**F.      PROFESSIONAL DEVELOPMENT ADMINISTRATIVE PROCEDURES**:

5.  The Broward County Professional Development System will be approved by the district school board annually in order to ensure compliance and to allow for dissemination of research-based best practices to other districts. The Broward County School Board will submit verification of their approval of this system to the Commissioner of Education every year, no later than October 1.

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

7.  The Superintendent shall establish staff development advisories at the district, school administrative, and school levels to oversee instructional and non-instructional development. The Human Resource Development (HRD) Department shall facilitate the meetings of each of these groups. Each group shall meet on a regular basis as follows:

    a.  Staff Development Advisory Council composed of selected Innovation Zone Facilitator Principals shall meet on a quarterly basis with the option to meet more frequently as needed.

    b.  Professional Development Coordinating Council composed of representatives of district departments who provide professional development shall meet quarterly with the option to meet more frequently as needed.

    c.  Professional Development Network composed of representatives from the Elementary Curriculum Councils and Subject Area Councils shall meet on a monthly basis with the option to meet more frequently as needed.

8.  Other procedures include:

    a.  All district initiatives will be coordinated as part of a professional development program or programs.

    b.  HRD is tasked with the responsibility of working with program managers to ensure evaluation of professional development programs and its alignment to district initiatives for the effectiveness in achieving strategic plan goals and intended results.

    c.  Each school will articulate a plan for professional development as part of its school improvement plan. HRD will work with schools in the development of quality professional development plans.

    d.  Each department will articulate a plan for professional development as part of its strategic plan. HRD will work with departments in the development of quality professional development plans.

    e.  A management system will be maintained to publicize, record, track and evaluate all formally initiated professional development activities.

    f.  Expectations for Participants, Trainers and Program Managers/Organizers will guide the implementation of the Professional Development Model.

**Appendix D**

### Broward County Public Schools Professional Development Programs

**21st CCLC Site Facilitator**                                               *CTACE/STC*
Site Facilitators will become proficient in management requirements of 21st Community Learning Center Grant, and be able to meet all grant requirements.

**Adult Basic Education/General Educational Development**            *CTACE*
Teachers will demonstrate effective instructional methods in the delivery of the ABE/GED Program testing procedures, and  student recruitment and retention strategies aligned with state curriculum frameworks, that improve job performance which impact student achievement.

**Adult Educators**                                                          *CTACE*
All Adult Education teachers, administrators and paraprofessionals will demonstrate effective delivery of instruction, testing procedures, and recruitment and retention of students in collaboration with district and school based staff.

**Adult ESOL**                                                               *CTACE*
The goal of the program is to provide adult community schools and centers with opportunities to explore research, and develop knowledge and skills related to effective teaching strategies to increase the English Language acquisition of Adults by addressing student persistence and other implementation practices.

**Adult Learners with Disabilities**                                         *CTACE*
All teachers, administrators and support personnel in Adult General Education and Adults with Disabilities programs will demonstrate effective delivery of instruction to people with disabilities in their classrooms and/or follow district protocol and curriculum for explaining rights and responsibilities, obtaining documentation, providing counseling, assessing needs, making accommodations, and obtaining needed resources/supports in collaboration with district and school-based staff support.

**Art Education K-12**                                           *Core Curriculum - Art K-12*
Art educators will be offered professional development to help them become proficient with their knowledge, skills, competencies, and strategies for effectively delivering art instruction.  The program will impact teacher job performance and achievement.

**Basic Life Support**                                          *Health Education Services*
The end result is to protect the safety of students and staff in the Broward County School system via two avenues: 1) through a cadre of qualified BLS instructors, and 2) ensure an adequate number of certified AED/CPR/First Aid trained employees at all school and district sites.

**Blackboard Academic Suite**                          *ETS-Education Technology Services*
To provide employees with the necessary skills to utilize the learning management, content management, community management, course-building, communication, and assessment features and components.  To provide employees with an introduction to online learning pedagogy and best practices for teaching and learning in web-enhanced and distance education environments.  To provide employees with an understanding of Broward's Blackboard process, policies, and procedures, including its support system.

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### BTE - Business Technology Education                                    *CTACE*
To provide educators with the knowledge, skills, and competencies necessary to effectively improve student achievement in the Career and Technical Education Classroom.

### Business Systems Training                                    *SAP Support Center*
End users can work in SAP Business Applications effectively to perform assigned tasks and improve job performance.

### Career & Technical Education (CTE) - Alternative Certification (ACTIVE)          *CTACE*
All new full-time non-education degreed Career and Technical Education teachers shall complete the requirements of the Broward County alternative teacher certification program (ACTIVE) within the temporary certification validity period.

### CTE - Family & Consumer Sciences                                    *CTACE*
To provide the family & consumer sciences teachers with the knowledge, skills and competencies necessary to effectively use the tools and equipment in the classrooms and thus improve student's skill levels to standards as defined by industry certifications.

### CTE - Technology Education                                    *CTACE*
To provide educators with the knowledge, skills, and competencies necessary to effectively improve student achievement in the Career and Technical Education classroom.

### CTE- Health Science Education                                    *CTACE*
To provide HSE instructors with the mandatory and non-mandatory, continuing education courses which are approved for renewal of licensure by the FLBON.

### CTE- Marketing, Diversified, and Academy Programs                      *CTACE*
To provide educators with the knowledge, skills, and competencies necessary to effectively improve student achievement in a Career and Technical Education classroom.

### Cultivating Achievement and Thinking Skills          *Advanced Academic Programs*
To provide educators with the knowledge, skills, competencies and strategies for the effective instruction of cultivating achievement and critical thinking skills.

### Developing Teacher Program                                    *HRD Teacher Development*
To develop and strengthen the professional practice of educators to demonstrate skills, attitudes, and habits of mind to fulfill their role.

### Diversity & Cultural Awareness                          *Diversity & Cultural Outreach*
To provide educators, other Broward County Schools personnel, students, and parents with the knowledge, skills, and competencies to effectively develop the ability to use teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.

### Educational Paraprofessional Personnel          *HRD Leadership & Non-Instructional*
To provide paraprofessionals and teacher aides with the knowledge, skills, and competencies necessary to effectively enhance the learning process and environment for students.

**Effective Schools Program**                     *HRD Effective Schools Program*

The Effective Schools Program is a framework for continuous school improvement in which Broward Schools are committed to all students mastering the essential curriculum regardless of socio-economic background, gender, ethnicity, disabilities or family structure. The program provides teachers, school-based leadership, district administrators and support staff with role appropriate, research-based strategies, techniques and best practices as well as consultative support and job-embedded coaching to ensure sustainability.

**Emergency Preparedness**                     *Professional Standards & SIU*

To provide educators with the knowledge, skills, and competencies necessary to effectively engage in preventing an emergency situation.

**Employee Evaluation**                     *Human Resources*

To provide Administrators with the knowledge and skills necessary to implement Employee Evaluation processes and to apply them to District Policies and Procedures and Collective Bargaining Agreements.

**Equal Educational Opportunities**                     *Equal Educational Opportunities*

In accordance with their job responsibilities, participants will respond appropriately when encountering incidents of violations of Federal, State, and Local Nondiscrimination laws and Nondiscrimination Policy of the School Board of Broward County, Florida.

**ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) TRAINING REQUIREMENTS CATEGORY I**     *Multicultural and ESOL Program Services*

This program is designed for personnel designated as Category I and required to fulfill the State of Florida ESOL training requirements. Upon successful completion of coursework, educators will be able to identify and implement scientifically-based ESOL methodology and strategies, as well as appropriate assessment methods and instruments that increase the academic performance of English Language Learners.

**ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) TRAINING REQUIREMENTS CATEGORY II**     *Multicultural and ESOL Program Services*

This program is designed for personnel designated as Category II (Math, Social Studies, Science, and Computer Literacy) required to fulfill the State of Florida ESOL training requirements. Upon successful completion of coursework, educators will be able to identify and implement ESOL methodology, strategies, and appropriate assessment methods in their content-area instruction.

**ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) TRAINING REQUIREMENTS CATEGORY III**     *Multicultural and ESOL Program Services*

This program is designed for designated personnel required to fulfill the State of Florida ESOL training requirements. Upon successful completion of coursework, participants will determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

**ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES) TRAINING REQUIREMENTS CATEGORY IV**     *Multicultural and ESOL Program Services*

This program is designed for guidance counselors and school-based administrators required to fulfill the State of Florida ESOL training requirements. Upon successful completion of coursework, participants will apply knowledge of effective ESOL programs to make decisions on course offerings and scheduling of ESOL programs based on students' levels of language acquisition and assessment data.

**ESOL Professional Development**     *Multicultural and ESOL Program Services*
This program is designed to educate participants about the roles and responsibilities of administrators, district personnel, interpreters, and educators as they pertain to an effective ESOL Program, including identification and placement of English Language Learners (ELLs) in quality education programs that promote equal access, cross-cultural understanding, and instruction that is appropriate and improves the academic performance of English Language Learners.

**Exceptional Student Education (ESE)**     *Exceptional Student Education*
Participants will demonstrate skills and competencies to effectively identify, diagnose, plan, develop, modify and implement curriculum and instructional strategies in accordance with federal and state policies and local procedures resulting in increased student achievement of diverse learners as measured by criteria in the ESE Department Improvement Plan (DIP).

**Facilities Servicepersons/Maintenance**     *HRD Leadership & Non-Instructional*
Facilities Servicepersons/Maintenance personnel will acquire the knowledge, skills and behaviors necessary to effectively maintain a safe and sanitary learning environment that support the efficient operation of District facilities.

**Family Counseling Clerical**     *Psychological Services*
Family Counseling clerical staff will acquire and apply the knowledge, skills, and competencies necessary to effectively perform their duties according to their assigned roles.

**Family Literacy Program Implementation**     *CTACE*
Provide content-based knowledge and strategies to enhance staff delivery of instruction and services to improve student learning and proficiency in the area of Family Literacy.

**Food and Nutrition Services**     *Food and Nutrition Services*
FNS employee will efficiently produce tasty, nutritious and safe meals for students and staff according to the guidelines of the NSLP and other regulative agencies thus contributing to child learning, good health and customer satisfaction.

**Food and Nutrition Services Management**     *Food & Nutrition Services*
Food and Nutrition Services Managers will posses the knowledge and skill in organization and administration of child nutrition programs to ensure preparation, service and accountability of tasty, nutritionally balanced meals and nutrition principals in accordance with District, State and Federal policies and regulations

**FOUNDATIONS**     *Educational Programs*
Improve the culture of schools by identifying a leadership team that will, by a continuous improvement model, participate in model specific training(s) aligned to school's desire to address the issues they identify as priorities (using these indicators to frame their prioritization of issues; customer service surveys, academic performance & student code of conduct violations and resultant consequences); resulting in a decrease in the related student conduct violations.

**Gifted Education Endorsement Courses**     *Advanced Academic Program*
To increase educators' knowledge of the nature and needs of the gifted learners, provide an overview of planning, developing, implementing and evaluating curriculum and instruction appropriate for learners who are gifted, and to increase educators' knowledge of the needs of gifted students from special populations.

**Guidance K- Adult**                                                                 *Guidance*
To implement a proactive guidance program that fosters academic achievement, career awareness, personal growth, and a positive self-image for all students within a safe and secure learning environment.

**Health and Wellness Education**                             *Health Education Services*
To develop educators' content knowledge and skills in teaching health education, and to promote physical and mental well-being resulting in the target audiences' ability to make decisions that support their own positive physical and mental health.

**Induction Program**                                        *HRD Teacher Development*
To strengthen the professional practice of educators by developing professionals who demonstrate skills, attitudes, and habits of mind to fulfill their role.

**Industrial Educators**                                                              *CTACE*
All Industrial Education teachers will demonstrate effective delivery of instruction, aligned with district priorities and industry standards, using appropriate instructional technology, and effective assessment procedures.

**Instructional Staffing Procedures**                         *Instructional Staffing*
All stakeholders will learn appropriate hiring procedures for instructional employees (declaring a vacancy, advertising, interviewing, selecting, and pre-clearing applicants).

**Kronos Timekeeping**                                        *SAP Support Center*
End users can use Kronos effectively and to improve the efficiency and accuracy of Payroll time entry.

**Language Arts - Elementary School**        *Core Curriculum - Language Arts Elementary*
Elementary teachers will deliver effective writing instruction and impact student achievement by incorporating the strategies, skills and information learned.  Impact will be measured by collecting daily writing samples (as students progress) to see areas of concern and growth.  Teachers will learn how to conduct daily lessons to instruct and guide writers to proficiency and success with numerous genres being studied.

**Language Arts -Secondary Program**         *Core Curriculum - Language Arts Secondary*
All language arts teachers will deliver effective instruction in all the strands of Language Arts.

**Leadership Development**                    *HRD Leadership & Non-Instructional*
Provide resources to support and enhance the principal's role as the instructional leader while building the capacity to increase the quality of programs for pre-service for aspiring principals and inservice professional development for principals and principal leadership teams.

**Leadership Development-Summer Leadership**   *HRD Leadership & Non-Instructional*
Provide annual professional development opportunities to support the ongoing development of high performing school-based administrators. The focus of this initiative is to offer a method for principals and school leadership teams to continue life-long learning so they may aggressively lead improvement in curriculum, instruction, and student achievement.

**Library Media**                                  *Learning Resources & Instructional Materials*
According to their role, media specialists and non-instructional library personnel will plan, deliver, follow-up, evaluate, and/or support high quality library media programs that meet standards and positively impact job performance and/or student achievement.

**Magnet Thematic Program Integration**            *Magnet Program Development*
Plan, deliver, and evaluate thematic instructional strategies impacting student achievement and professional development for teachers at magnet schools.

**Mathematics -Great Explorations (GEM)**          *Advanced Academic Programs*
All GEM educators will become proficient with knowledge, skills, competencies, strategies and program requirements for effective GEM instruction.  The program will impact teacher job performance and student achievement.

**Mathematically Talented Students**               *Advanced Academic Programs*
All MaTS educators will become proficient with their knowledge, skills, competencies, and strategies for effective mathematics instruction.  The job will impact teacher job performance and student achievement.

**Mathematics - Secondary**                        *Core Curriculum - Mathematics Secondary*
All mathematics educators will become proficient with their knowledge, skills, competencies, and strategies for effective secondary mathematics instruction.  The program will impact teacher job performance and student achievement.

**Mathematics-Elementary**                         *Core Curriculum - Mathematics Elementary*
All mathematics educators will become proficient with their knowledge, skills, competencies, and strategies for effective elementary mathematics instruction.  The program will impact teacher job performance and student achievement.

**Multicultural**                                  *Multicultural and ESOL Program Services*
The purpose of this component is to provide instructional and non-instructional staff the opportunity to explore, research, and develop teaching strategies and skills related to multicultural understanding as well as to enable participants to demonstrate knowledge of and sensitivity toward the diverse student population in Broward County Public Schools.

**Music Education K-12**                           *Core Curriculum - Music K-12*
To provide music specialists with continued competencies in general music, music performance, (self and student) interdisciplinary applications, curriculum writing and technology.  Participants will discuss current research and effective teaching strategies of the various elements of music through either a theoretical base or hands-on performance in the classroom setting.  The program will impact and improve teacher job performance and student achievement.

**Non-Instructional Leadership Development**       *HRD Leadership & Non-Instructional*
Provide Non-Instructional personnel with the knowledge, skills and behaviors necessary to perform effectively in a supervisory position. The program builds frameworks, strategies and processes for continuous improvement and the building of leadership skills.

**Office Support Personnel**                    *HRD Leadership & Non-Instructional*
Office personnel will have the knowledge, skills and behaviors necessary to provide quality office services to students, teachers, administrators, support staff, and other members of the School and District educational community.

**Physical Education/Dance**                    *Core Curriculum - Physical Education, K-12*
To develop educators' content knowledge and skills in teaching physical education and dance, and to promote physical activity and proper nutrition, to promote interdisciplinary applications and to widen the use of technology in physical education and dance. The program will provide opportunities for teachers of physical education and dance to stay abreast of the latest research, issues and trends in the field of physical education and dance.

**PPOD Interpersonal Skills Training**                    *Physical Plant Operations*
To create a workforce of PPO employees who possess the interpersonal skills that are required to minimize interpersonal conflict and ensure the highest level of both internal and external customer service

**PPOD Job/Role Specific Staff Development**                    *Physical Plant Operations*
To maintain excellence in all aspects of services provided to our customers.

**PPOD Management/Supervisory Skills Development**    *Physical Plant Operations*
To provide the highest level of professional management, consistent application of policies and procedures, enhance staff performance, and develop continual improvement skills.

**PPOD OSHA/General Safety**                    *Physical Plant Operations*
Employees will conduct work in a safe manner minimizing risks and injuries.

**PPOD Technology**                    *Physical Plant Operations*
Employees will utilize technology to perform Broward County business processes, job duties, and complete training activities.

**Preschool Education**                    *School Readiness*
According to their role, all providers of pre-kindergarten education will plan, deliver, follow-up, and evaluate high quality preschool curriculum and services that meet Florida VPK/School Readiness Standards, Head Start Child Outcomes, Head Start Performance Standards, and/or the requirements of Individuals with Disabilities Education Act (IDEA) to improve job performance and positively impact student achievement.

**Preschool ESE**                    *School Readiness Preschool ESE*
According to their role, all providers of Preschool ESE education will plan, deliver, follow-up and evaluate high quality preschool curriculum and services that align with Florida School Readiness Performance Standards and/or the requirements of IDEA to improve job performance and positively impact student achievement.

**Prevention Education for Educators**                    *Office of Prevention Programs*
To provide educators with knowledge, skills and competencies necessary to effectively demonstrate and apply knowledge and understanding of Prevention Education and/or Prevention Services, which will improve job performance and contribute to improved student achievement.

**Professional Developer's Program**       *HRD Professional Development Support*

According to their role, all professional development providers will plan, deliver, follow-up, and/or evaluate high quality professional development that meets standards, improves job performance, and impacts student achievement.

**Psychological Services and Family Counseling**       *Psychological Services*

School Psychologists and Family Counselors will acquire and apply the knowledge and skills needed in order to provide appropriate services and support to students, families, and staff.

**Reading - Elementary**       *Core Curriculum - Reading Elementary*

All elementary reading teachers will become proficient with their knowledge of competencies, skills and strategies for effective delivery of reading instruction.

**Reading – Secondary**       *Core Curriculum - Reading Secondary*

To develop the necessary knowledge, skills, and competencies to effectively teach reading.

**Reading Endorsement-Advanced Reading Processes (Virtual Track-C2)**
*Core Curriculum - Reading*

This series of courses applies how to prescribe, differentiate instruction, and use appropriate strategies and materials based upon scientifically based research and the district's struggling reader chart to address the prevention, identification, and remediation of reading difficulties to increase student performance in class as well as on standardized tests. Upon successful completion of the courses participants will through small group, on-site projects and demonstrations, portfolios, products, and participation in supervised practice with peers, be able to teach to and demonstrate a broad knowledge of students from differing profiles, including students with disabilities and from diverse populations, including but not limited to ESE and ESOL; they will know instructional research-based methodology to prevent reading difficulties within the content areas and accelerate progress for struggling readers. The purpose of these courses is to increase the teacher's skill in administering a battery of reading assessment instruments, understanding the role of assessment in guiding reading instruction and instructional decision-making. This component also focuses on the purpose for screening, progress-monitoring, and diagnostic assessments. Participants will understand to these assessments can be used to inform instruction to prevent or address reading failure in children in grades k-12. Participants will evaluate student performance using informal and formal measures related to concepts of print, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Techniques for providing initial instruction and specific intervention for struggling readers will be covered particularly addressing the needs of exceptional students and limited English proficiency students.

**Reading Endorsement-Facilitating Assessment Issues in Reading (Virtual Track-C3)**
*Core Curriculum - Reading*

This series of courses applies how to prescribe, differentiate instruction, and use appropriate strategies and materials based upon scientifically based research and the district's struggling reader chart to address the prevention, identification, and remediation of reading difficulties to increase student performance in class as well as on standardized tests. Upon successful completion of the courses participants will through small group, on-site projects and demonstrations, portfolios, products, and participation in supervised practice with peers, be able to teach to and demonstrate a broad knowledge of students from differing profiles, including students with disabilities and from diverse populations, including but not limited to ESE and ESOL; they will know instructional research-based methodology to prevent reading difficulties within the content areas and accelerate progress for struggling readers.

The purpose of these courses is to increase the teacher's skill in administering a battery of reading assessment instruments, understanding the role of assessment in guiding reading instruction and instructional decision-making. This component also focuses on the purpose for screening, progress-monitoring, and diagnostic assessments. Participants will understand to these assessments can be used to inform instruction to prevent or address reading failure in children in grades k-12. Participants will evaluate student performance using informal and formal measures related to concepts of print, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Techniques for providing initial instruction and specific intervention for struggling readers will be covered particularly addressing the needs of exceptional students and limited English proficiency students.

## Reading Endorsement-Foundations of Reading (Virtual Track-C1)
*Core Curriculum - Reading*

This series of courses applies how to prescribe, differentiate instruction, and use appropriate strategies and materials based upon scientifically based research and the district's struggling reader chart to address the prevention, identification, and remediation of reading difficulties to increase student performance in class as well as on standardized tests. Upon successful completion of the courses participants will through small group, on-site projects and demonstrations, portfolios, products, and participation in supervised practice with peers, be able to teach to and demonstrate a broad knowledge of students from differing profiles, including students with disabilities and from diverse populations, including but not limited to ESE and ESOL; they will know instructional research-based methodology to prevent reading difficulties within the content areas and accelerate progress for struggling readers. The purpose of these courses is to increase the teacher's skill in administering a battery of reading assessment instruments, understanding the role of assessment in guiding reading instruction and instructional decision-making. This component also focuses on the purpose for screening, progress-monitoring, and diagnostic assessments. Participants will understand to these assessments can be used to inform instruction to prevent or address reading failure in children in grades k-12. Participants will evaluate student performance using informal and formal measures related to concepts of print, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Techniques for providing initial instruction and specific intervention for struggling readers will be covered particularly addressing the needs of exceptional students and limited English proficiency students.

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providing initial instruction and specific intervention for struggling readers will be covered particularly addressing the needs of exceptional students and limited English proficiency students.

## Reading Endorsement-Reading Assessment & Instructional Interventions (Virtual Track-C5)
*Core Curriculum - Reading*

This series of courses applies how to prescribe, differentiate instruction, and use appropriate strategies and materials based upon scientifically based research and the district's struggling reader chart to address the prevention, identification, and remediation of reading difficulties to increase student performance in class as well as on standardized tests.  Upon successful completion of the courses participants will through small group, on-site projects and demonstrations, portfolios, products, and participation in supervised practice with peers, be able to teach to and demonstrate a broad knowledge of students from differing profiles, including students with disabilities and from diverse populations, including but not limited to ESE and ESOL; they will know instructional research-based methodology to prevent reading difficulties within the content areas and accelerate progress for struggling readers. The purpose of these courses is to increase the teacher's skill in administering a battery of reading assessment instruments, understanding the role of assessment in guiding reading instruction and instructional decision-making. This component also focuses on the purpose for screening, progress-monitoring, and diagnostic assessments.  Participants will understand to these assessments can be used to inform instruction to prevent or address reading failure in children in grades k-12.  Participants will evaluate student performance using informal and formal measures related to concepts of print, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.  Techniques for providing initial instruction and specific intervention for struggling readers will be covered particularly addressing the needs of exceptional students and limited English proficiency students.

## Reading Endorsement-Reading in the Content Areas (Virtual Track-C4)
*Core Curriculum - Reading*

This series of courses applies how to prescribe, differentiate instruction, and use appropriate strategies and materials based upon scientifically based research and the district's struggling reader chart to address the prevention, identification, and remediation of reading difficulties to increase student performance in class as well as on standardized tests.  Upon successful completion of the courses participants will through small group, on-site projects and demonstrations, portfolios, products, and participation in supervised practice with peers, be able to teach to and demonstrate a broad knowledge of students from differing profiles, including students with disabilities and from diverse populations, including but not limited to ESE and ESOL; they will know instructional research-based methodology to prevent reading difficulties within the content areas and accelerate progress for struggling readers. The purpose of these courses is to increase the teacher's skill in administering a battery of reading assessment instruments, understanding the role of assessment in guiding reading instruction and instructional decision-making. This component also focuses on the purpose for screening, progress-monitoring, and diagnostic assessments.  Participants will understand to these assessments can be used to inform instruction to prevent or address reading failure in children in grades k-12.  Participants will evaluate student performance using informal and formal measures related to concepts of print, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.  Techniques for providing initial instruction and specific intervention for struggling readers will be covered particularly addressing the needs of exceptional students and limited English proficiency students.

## Reading Endorsement: Competency 1-Language & Cognition
*Core Curriculum - Reading*

This component is designed to provide teachers seeking reading endorsement with an understanding that the responsibility of reading instruction is to build the reading process for student engagement in both fluent decoding of words and construction of meaning.  Participants seeking reading endorsement

will through small group, on-site projects and demonstration, portfolios, products, and participation in supervised practice with peers, understand the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.

## Reading Endorsement: Competency 2-Research-BasedPractices

*Core Curriculum - Reading*

This component is designed to provide teachers seeking reading endorsement with an understanding that the responsibility of reading instruction is to build the reading process for student engagement in both fluent decoding of words and construction of meaning. Participants seeking reading endorsement will through small group, on-site projects and demonstration, portfolios, products, and participation in supervised practice with peers, understand the principles of scientifically based reading research as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery.

## Reading Endorsement: Competency 3-Assessment    *Core Curriculum - Reading*

The purpose of this component is to increase the teacher's skill in administering a battery of reading assessment instruments, understanding the role of assessment in guiding reading instruction and instructional decision-making. This component focuses on the purpose for screening, progress-monitoring, and diagnostic assessments. Participants will understand to these assessments can be used to inform instruction to prevent or address reading failure in children in grades k-12. Participants will evaluate student performance using informal and formal measures related to concepts of print, phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Techniques for providing initial instruction and specific intervention for struggling readers will be covered particularly addressing the needs of exceptional students and limited English proficiency students.

## Reading Endorsement: Competency 4-Differentiation   *Core Curriculum - Reading*

This course offers understanding of how to prescribe, differentiate instruction, and use appropriate strategies and materials based upon scientifically based research and the district's struggling reader chart to address the prevention, identification, and remediation of reading difficulties to increase student performance in class as well as on standardized tests. Upon successful completion of the course participants will through small group, on-site projects and demonstrations, portfolios, products, and participation in supervised practice with peers, be able to demonstrate a broad knowledge of students from differing profiles, including students with disabilities and from diverse populations, including but not limited to ESE and ESOL; they will know instructional research-based methodology to prevent reading difficulties within the content areas and accelerate progress for struggling readers.

## Reading Endorsement: Competency 5- Application of Differentiated Instruction

*Core Curriculum - Reading*

This course applies how to prescribe, differentiate instruction, and use appropriate strategies and materials based upon scientifically based research and the district's struggling reader chart to address the prevention, identification, and remediation of reading difficulties to increase student performance in class as well as on standardized tests. Upon successful completion of the course participants will through small group, on-site projects and demonstrations, portfolios, products, and participation in supervised practice with peers, be able to teach to and demonstrate a broad knowledge of students from differing profiles, including students with disabilities and from diverse populations, including but not limited to ESE and ESOL; they will know instructional research-based methodology to prevent reading difficulties within the content areas and accelerate progress for struggling readers.

**Reading Endorsement: Competency 6- Practicum**     *Core Curriculum - Reading*
Participants will demonstrate mastery of all reading endorsement competencies through the final portfolio and classroom demonstration of reading strategies and skills.

**Reading First - K-3**                              *Primary Education-Reading First*
All students will be reading at or above grade level by the end of 3rd grade.

**School Social Work and Attendance**            *School Social Work & Attendance*
The goal of our program is to plan and deliver staff development events that will increase the competency of our social workers and other mental health counselors and reflect our efforts to promote the synthesis of professional behaviors that integrate knowledge, skills and activities in the performance of professional social work/mental health counseling practices.

**School to Career**                              *CTACE School to Career*
Teachers will acquire the knowledge and skills to introduce all elementary and secondary school students to various career paths in an effort to prepare them for career choices in the future.

**Science – District**                            *Core Curriculum - Science*
All science educators will become proficient with standards-based knowledge skills, competencies and strategies for effective science instruction.  The program will impact teacher job performance and student achievement.

**Security Specialist Alternative Training**     *HRD Leadership & Non-Instructional*
To provide campus monitors with the knowledge, skills, and behaviors necessary to effectively provide security services that supports a safe learning environment and to meet the qualifications to apply for Security Specialist positions with the School Board of Broward County

**Social Studies – Elementary**       *Core Curriculum - Social Studies Elementary*
Teachers will demonstrate effective instructional strategies and content knowledge that improves job performance and impact student achievement

**Social Studies – Secondary**       *Core Curriculum - Social Studies Secondary*
Teachers will demonstrate effective instructional strategies and content knowledge that improves job performance and impact student achievement

**SpringBoard**                                   *Advanced Academics Programs*
To provide educators with the knowledge, skills, competencies and strategies for the effective instruction of cultivating achievement and critical thinking skills.

**Teacher Leadership Program**                    *HRD Teacher Development*
To strengthen the professional practice of educators by developing professionals who demonstrate the skills, attitudes, and habits of mind to fulfill their role in developing coaches and supporting induction systems at their worksite.

**Tech Prep**                                     *CTACE School to Career*
To provide Middle and High School Guidance Counselors, BRACE Advisors and Administrative Staff with the knowledge, skills and program components required for a successful Tech Prep Program under the new Perkins Legislation.

**Technology Applications**                                   *ETS - Instructional Technology*

To provide employees with the basic, intermediate and advanced technology skills needed to utilize digital tools, digital strategies, and technology resources to help school and district personnel demonstrate best practices that support student achievement.

**Technology Curriculum Integration**                        *ETS - Instructional Technology*

To provide educators and district support personnel with the knowledge, skills, competencies, strategies, and best practices to effectively integrate technology into curriculum and instruction that enhances student achievement and to create student-centered learning environments where students use technology for communication, information retrieval, and project-based learning so that students develop 21st century digital literacy skills to be successful in a rapidly changing global community.

**Technology Systems and Operations**                        *ETS*

To provide employees with the basic, intermediate and advanced technology skills needed to utilize digital tools, digital strategies, and technology resources to help school and district personnel demonstrate best practices that support student achievement.

**The Teaching and Leadership Center Alternative Preparation and Certification Program at FAU**                        *HRD Teaching and Leadership Center*

The Teaching and Leadership Center (TLC) in partnership with local Universities, provides tuition-free college preparation and certification programs for non-education trained teachers in mathematics, science, special education, English/language arts, social studies and elementary education. Through our online application process, participants are selected twice per year, based on a specific screening process. All TLC preparation and certification programs are composed of quality non-traditional undergraduate and graduate college coursework coupled with high quality professional development leading to professional certification. TLC program completers positively impact student achievement through the application of proactive, positive classroom and behavior management systems, while increasing student engagement through high yield teaching and learning strategies

**World Languages K-12**                        *Core Curriculum - World Languages*

Provide all world languages teachers and/or non-instructional support personnel the knowledge, skills, and competencies to enhance the necessary skills and strategies for effective instruction and understanding of world languages.

**Appendix E**

## The Professional Developer's Program

What is a Program?
A set of on-going related resources and professional learning activities directed toward professional growth. Planned coherent actions and support systems designed and implemented to develop educator's knowledge, skills, attitudes, aspirations, and behaviors to improve student achievement.

What is a Professional Developer?
A Professional Developer is someone who performs all or part of the planning, delivery, follow-up and evaluation of a professional development program. There are multiple, distinct roles within the designation of Professional Developer. Each role differs in its key responsibilities; however the roles often overlap. As roles overlap, so do the skills. The development of skills needed for each role is available in the Professional Developer's Program offered by the Human Resource Development.

The Professional Developer's Program Goal
According to their role, all professional development providers will plan, deliver, follow-up, and/or evaluate high-quality professional development that meets standards, improves job performance, and impacts student achievement.

Program Objectives:
    At the completion of program participants will be able to:
      1. Define a professional Development Program using a theory of change and Logic Model.
      2. Organize successful, quality professional development, including strategies for initiating, sustaining, and maintaining an action plan.
      3. Define the foundations of delivery and facilitator's role indicating positive learning environments, learning styles, and adult learning principles.
      4. Identify how NSDC standards and Florida State Protocol Standards are incorporated into department and school goals.
      5. Participate in and/or facilitate collaborative, collegial learning communities.

Participation in the Program qualify and support individuals in these roles:
- Program Manager
- PD Designer
- PD Trainer
- PD Coach
- Inservice Facilitator
- PD Organizer

Above adapted from the Journal of Staff Development, summer 1997 (Vol.18, No.3) "The Multiple Roles of Staff Developers".

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Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call Equal Educational Opportunities (EEO) at 754-321-2150 or Teletype Machine TTY 754-321-2158.

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