

EXECUTIVE SUMMARY

Title XLVII K-20 Education Code, Chapter 1012 Personnel, Part V: Professional Development, 1012.98 School Community Professional Development Act references alignment of the guidelines and procedures of a professional development system to state standards and those of the national staff development organization; support for educators with enhanced and differentiated instructional strategies to engage students; and opportunities for professional collaboration among and between educators. In Broward County, we apply our professional development system's guidelines and procedures for all employees: instructional, administrative and non-instructional. Florida's Professional Development System Evaluation Protocol, referenced in amended Rule 6A-5.07, Master Inservice Plan Requirements, includes two standards that specifically address the need for a professional development management system to support the professional development guidelines and procedures:

1.2.7. Coordinated Records at the Individual level:

Educators have easy access to up-to-date records of their professional learning.

Rationale: To make informed decisions concerning the need for professional learning and to plan Individual Professional Development Plans (IPDPs), educators need accurate and up-to-date information on their professional learning and the inservice points awarded for the professional learning. Educators should be able to access easily their records for all professional learning, including inservice points awarded and their progress towards recertification.

3.2.7. Coordinated Records at the District level:

The District maintains up-to-date, easily accessible records on all professional learning that provide data for certification and inservice points for all staff.

Rationale: To make informed decisions concerning the need for professional learning and to plan school level professional learning, administrators need accurate and up-to-date information on the professional learning educators have received, the inservice points awarded for the professional learning, and progress made toward recertification. District staff and principals should have easy access to the records for all professional learning in which educators participate, including inservice points awarded and their progress towards recertification.

Educators need a vehicle to search and register for professional learning that meets the identified needs of their learning plan. The system must also be in accordance with the Florida Department of Education Information (FDOE) Data Base Requirements: Volume II Staff Information

System, to generate reports on participation in Professional Development (PD) as well as the impact of PD on the individual (State Survey 5 Annual Report).

As part of the Florida Race to the Top grant, each district is to develop a Local Instructional Improvement System (LIIS) that contains specific information defined in Section 4.0 Facilitator Profile of the LIIS. This section requires access to staff information tied to proficiencies, PD Plans, PD Offering designs and PD Schedules. This must be part of a single sign-on system coordinated by the information and technology departments of each district.

The contract being brought forth today is for a robust, dedicated professional development management system that will provide:

- Easy access for choosing appropriate professional learning
- Registration into courses, both onsite and online deliveries
- Monitoring of implementation and effectiveness of the PD, and
- Generation of reports on the data collected.

The funds for this system are provided as part of Project 5, under the direction of the Technology Planning & Policy Department (TP&P).

This contract will be for four (4) years and will include initial configuration, development of a core group of system administrators, and a learning plan for the entire District as this new system is implemented. This system will interface with existing systems, including SAP, and maintain SAP as the system of record.

Background:

The District implemented SAP in 2000, with an upgrade in 2007, as its Human Resource and Financial Management System. SAP was modified through programming and configuration to be utilized as a PD management system as well. Users could search and register for professional learning courses via Employee Self Service (ESS), but it was complicated and unfriendly. Basic data on professional development delivered was accessible but it required specialized knowledge to extract reports. SAP lacked some fundamental features of a dedicated PD Management System such as collection of impact data. In 2008, we added the Learning Solutions (LSO) module to bring more dedicated professional development features to SAP. Users could now access their individual in-service record and reports could be generated more easily on some data fields. However, features to assess impact of professional learning were still missing. It was also necessary to supplement SAP with the use of another system, Go-Sign-Me-Up (GSMU), in order to connect SAP to Blackboard (online) courses and to allow external users, primarily from our Charter Schools, to access our PD and register for courses.

Input from participants and PD providers, was that SAP was cumbersome and difficult to use for its intended purposes. In addition, as defined in Race to the Top (RTTT), requirements for a PD Management System were included in the requirements of the LIIS and these current minimum

state requirements for professional development could not be met using SAP.

As part of Project 10 of Broward's RTTT, a redesigned PD system of guidelines and procedures was submitted and approved by the FDOE on September 30, 2013. Money remaining in this project was then moved to Project 5, under (TP&P), to assist in acquiring a PD management system to meet the additional technical requirements of RTTT and to provide technical support for the redesigned PD system. The TP&P and purchasing departments, with its technical knowledge of large data systems and the purchase of such systems, took the lead to write the RFP in collaboration with Talent Development and the business owners of the system.

Through the RFP process, bidders verified their ability to meet the functions with their proposed system, in comparison with District requirements, as well as those of the FDOE, and RTTT LIIS. As part of their response, bidders indicated which features are included as part of the proposed system and which will allow for scalability over a multiple-year period. The proposed system, "MyLearningPlan", met with the Cross-Functional committee for 7 hours to demonstrate its system met the requirements in the RFP. "MyLearningPlan" does meet all of the minimum requirements of the mandated Section 4.0 Facilitator Profile of the Local Instructional Improvement Systems as defined by Race to the Top, all State Standards and mandates (F.S. 1012.98), and all District requirements for functionality.