

APPENDIX A

Promising Practices in Professional Development: Planning

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PROMISING PRACTICES IN PROFESSIONAL DEVELOPMENT

PLANNING

3.1.1. District Needs Assessment:

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

- Bay County**
- District has generated an excellent graphic depicting the interrelationship of needs assessment, professional development at the district and school levels, delivery of professional development at the district and school levels, and individual professional development options that include follow-up and evaluation
 - Input gathered through the Bay District Professional Development Council
 - District created **TALK12** (Teachers As Leaders K-12), district-wide groups of teachers who discuss training needs and bring input from teachers in their respective schools
 - Annual NSSE surveys
- Brevard County**
- Formal assessment of teacher training needs based on student achievement data that is used for district planning purposes
 - Teacher needs assessment is conducted at the school level to identify the focus of staff development needed to support the School Improvement Plan
 - Needs assessment is ongoing and continuous at all levels of the organization, beginning with the Superintendent's Leadership Team and supported by the district-designed **By The Numbers** staff development series for administrators and teachers
- Broward County**
- Schools are provided classroom disaggregated and student-by-student performance data as the basis for the planning system. An 80% / 80% criterion is used in which 80% of students in a class are expected to score 80% on the benchmarks for the subject and grade level. The focus is on the established benchmarks and criterion rather on the FCAT. Schools conduct a triage process to determine what is needed to improve student performance
 - Teachers complete a **computerized Professional Growth Plan** to provide the district with comprehensive data on the identified needs and planned professional development. These data are analyzed at the district level to identify the greatest needs by level of school, content area, and other factors
 - Needs assessment survey of principals, information from new principals in the system, the alternative certification program (ACE), and a survey of technology professional development needs
 - Data are presented to the Superintendent to determine district priorities in professional development
 - School administrators work with the area offices and send forward to the district the school benchmarks
 - Leadership teams meet with principals to keep the conversations open
 - Goal is for systemic change in the culture of the entire education system
- DeSoto County**
- Needs assessment based on school-by-school disaggregated data including FCAT and district Progress Test data
 - Information gathered by surveys, individual School Improvement Plans, and discussions among district and school based administrators
 - Staff Development department develops a list of the areas identified for focus in the coming year, and presents the list, along with descriptive information to the schools for prioritization. This final step is accomplished through the use of an **impact matrix**

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- Annual calendar of professional development offerings generated based on the described needs assessment process, updates provided on a monthly basis to include necessary revisions and additions
- Target audiences identified based on the student and teacher data gathered in the needs assessment process

Nassau County

- Accountability data generated for each school
- District Staff Development Director meets with all principals to review data and compare the results with previous years' results
- Analyses of student achievement data generated via the **GOALS program** enables the district to disaggregate the data by school and by classroom teacher in major subject areas
- **Lo Ti Technology Use Profile**, teacher surveys, analyses of data for equity reports

Palm Beach County

- **Data warehouse** provides to schools disaggregated student achievement data by content area and skills
- Informal and formal surveys used by the content area specialists to collect data from faculty and staff in schools on areas of need for professional development
- **District Academic Business Plan** aligned with all the professional development delivered, professional development integrated into and a part of all major district initiatives
- Needs for each year identified through formal reviews of all School Improvement Plans

2.1.1. School Needs Assessment:

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

Bay County

- Process is fully integrated with the School Improvement Planning process
- Teams of teachers analyze disaggregated student achievement results, identify professional development needs and generate the SIP plans
- NSSE surveys include input from teachers, students, and parents
- Process is heavily weighted toward using FCAT score results

DeSoto County

- Student performance data sources, including FCAT, SAT, ACT, STAR and District Progress Test results
- Faculty surveys regarding the teachers' personal perceptions of needs for professional development
- Additional needs sometimes identified through student reviews at the elementary level
- Department teams worked together to detail needs specific to instruction in their content area at the high school level

Nassau County

- Needs assessment based on student disaggregated test scores, the School Improvement Plans, school based surveys and input from all faculty
- Principals receive data from the district and provide individual student data to teachers to assist them in making decisions on professional development

Pinellas County

- District generates extensive and rich disaggregated data and makes it available to schools for use in creating School Improvement Plans, as well as Individual Professional Development Plans. This process allows educators at all levels to attend carefully to the information these data bring and their implications for curriculum and instruction

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attend carefully to the information these data bring and their implications for curriculum and instruction

- School-based decisions driven by extensive analysis and use of data, and these are clearly aligned to district initiatives

1.1.1 Individual Needs Assessment

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

- Pinellas County**
- PIAP and FCAT scores, Lexiles
 - **Disaggregated student achievement by classroom, content area and skills** are routinely generated and charted for use by teachers and schools in planning for student achievement growth and to determine professional development
 - Use of a needs assessment on which teachers could indicate their preference for professional development

3.1.2. Generating a District-wide Professional Development System:

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

- Brevard County**
- Teacher training needs assessment survey conducted in the spring of each year
 - **Professional Development Council** analyzes the common needs of schools and identifies professional development activities to support School Improvement Plans across the district
 - **Curriculum and Instruction Resource Teachers** in each of the core subjects take charge of their content areas, examining student achievement data by strands and clusters of needs, then research Best Practices nationally to seek proven resources to provide staff development
 - District compiles comprehensive calendar of appropriate research-based activities provided for the two district inservice days
 - Schools plan and address staff needs identified at the school level during school planning and inservice days
 - **Professional development assistance provided to teachers individually based on their annual performance evaluation**
 - Established the Professional Development Council to assist with the development of the Professional Development System and with leading the coordinated effort involving teachers, school administrators, and departments responsible for Staff Development, Curriculum and Instruction, FDLRS, and Strategic Planning to meet district training needs

- Citrus County**
- **Data-driven strategic planning process** forms the basis for determining strategic planning goals including Professional Development as Goal 6 in the strategic plan
 - District integrated the Individual Professional Development Plan (IPDP) with a system of school improvement planning termed WOW (Working on the Work); this form/process also serves as the annual performance appraisal system for all continuing contract teachers
 - **Heavy district and school emphasis on data-driven** decisions guides extensive processes for searching out research-based solutions and professional development programs
 - **Staff Development Director directly involved in the strategic planning process** and in reviews of all SIPs, resulting in very close alignment of the Professional Development System with other major district planning efforts, all of which are centered on student achievement and other district and school data

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Professional Development System with other major district planning efforts, all of which are centered on student achievement and other district and school data

- Palm Beach County**
- **Academic Business Plan drives district initiatives** that are supported through professional development planned and delivered from the district level
 - **School Improvement Plans targeting improvements in school student performance** levels are used extensively to drive professional development at the school level and reviewed at the district level for additional professional development needs that may need to be addressed by the district. These SIPs reflect in part the common needs for professional development identified on individual teachers' IPDPs. Schools may plan and deliver professional development for their own faculty or groups of faculty members. Individual teachers may elect to participate in district professional development or attend conferences and other professional training with the approval of the school and district.
 - District has a **comprehensive calendar of professional development** offerings and activities, and maintains the required Master Inservice Plan containing components that can be accessed by schools or district staff
 - District reviews all planned professional development to ensure an appropriate theoretical basis and evidence of scientifically-based research on effectiveness with students

2.1.2. Reviewing Professional Development Plans:

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

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.

- Bay County**
- Three individual meetings are held by the principals or designated administrative staff with faculty members to review progress on PDPs: initially to revise the plan as needed, mid-year, and at the end of the year to determine success of the plan - in some schools, these meetings may be in small groups by grade or content levels
- Citrus County**
- Teachers meet individually with an administrator to review the IPDP as it is being developed
 - Review sessions included meaningful interactions addressing classroom improvements and needed professional development
- Glades County**
- One-on-one meetings with the faculty regarding professional development
 - In almost all cases, faculty and administrators reported both planning and follow up meetings to review the IPDP
- St. Lucie County**
- School administrators are meeting with teachers on an individual basis for the purposes of developing individual professional growth plans - beginning of the school year, mid-year review, and end of year conference

3.1.3., 2.1.6, and 1.1.5 Content:

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

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- Brevard County**
 - District-wide implementation of the **By The Numbers professional development** series provided the foundation for teachers and administrators to base their individual professional development plans on disaggregated student achievement data
- Broward County**
 - **New Education Support System (NESS) program for new teachers**, ACE program for alternative certification of teachers, a National Board Certification program, programs directed to specific content such as reading and grade levels
 - **Professional Pathways system** to train developers, presenters and facilitators of professional development
- Flagler County**
 - WOW, Reading First, COMPASS, Reading Revolution, CRISS, and FCAT Review
 - Major district-wide training focus based on **Working on the Work (WOW)** and Discovering Your Strengths (Gallop)
- Lake County**
 - **TOPS program for new teacher orientation**, National Board Certification program, Just Read Lake!, Thinking Mathematics, Alternative Certification Program (ACP)
- Palm Beach**
 - **AAA Plan for changes in targeted schools**, K-2 reading initiative, K-9 Algebra effort, CHAMPS program for improving classroom management and school discipline procedures, Single School Culture professional development
 - District requires schools to complete a proposal for training that includes specification of the research base for the professional development and references documenting the effectiveness of the approaches being promoted
 - Differentiated Instruction, FCAT Explorer, and Classroom Management
- Pinellas County**
 - Subject area supervisors determine the scientific basis for training being delivered in the major content areas
 - Master Inservice Plan (MIP) available on the district's website through **the district's Learning Management System (LMS)**. The LMS is an online integrated computer interface system that allows every employee to access the offerings of the MIP by category, is aligned with the state's coding of professional development content areas, and documents extensive information about the course. Examples are where and when classes are offered, the learning expectations for the course, the instructors, and the amount of time/points awarded upon completion. For instructors, the system displays the roster of registered participants, their participation status (cancelled, no shows, partial completions, completions), and an online evaluation form that is just beginning to be used. Analyses of participation in professional development have documented 5,107 completions of reading inservice programs and 2,027 in mathematics. Additional concentrations have been in the areas of school improvement, instructional strategies and Exceptional Student Education
 - Many elementary teachers involved in professional development using the PDSA (plan, do, study, act) model

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.

- Citrus County**
 - Integrated Individual Professional Development Plan (IPDP) with a system of school improvement planning termed WOW (Working on the Work); this form/process also serves as the annual performance appraisal system for all continuing contract teachers
 - Principals are directly aware of the professional development needs of the instructional staff based on performance appraisals and incorporate this information into the overall SIP plan as well as guidance for individual improvements

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instructional staff based on performance appraisals and incorporate this information into the overall SIP plan as well as guidance for individual improvements

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.

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|----------------------------|---|
| Bay
County | <ul style="list-style-type: none">▪ District incorporated the NSDC standards into training programs required for all course developers and trainers▪ Two of the most recent district initiatives were generated as models of the NSDC standards |
| Broward
County | <ul style="list-style-type: none">▪ NSDC standards have been adopted in School Board policy and are integrated into the Professional Pathways system that is used to train developers, presenters and facilitators of professional development▪ The standards have been disseminated widely in the district through newsletters, on the district's website, and in professional development for administrators▪ The district has created a guild of outstanding teachers that consists of the teachers of the year and the National Board Certified teachers for the district |
| Citrus
County | <ul style="list-style-type: none">▪ Teacher Education Council (TEC) consists of representatives from each school in the district and other major cost centers; representatives meet five times a year and serve as conduits of information from and to the district▪ The NSDC and Florida's Professional Development Standards were distributed to all TEC representatives and are discussed regularly in the TEC meetings▪ The standards were also disseminated to all principals at the Superintendent's Retreat as part of the summary and discussion of Goal 6 for strategic planning, and in a principals' meeting where the discussion was led by the FDLRS consultant to the district |
| Pinellas
County | <ul style="list-style-type: none">▪ The Professional Development Director trained all Curriculum and Instruction Supervisors in the standards and incorporated the standards into the Improve Student Achievement booklet that every principal receives▪ All principals trained on the Protocol system that includes the NSDC standards in the Appendix, and the NSDC standards are posted on the Department's website as a sidebar on the LMS listing of Professional Development offerings▪ NSDC standards are embedded in the training assessment survey that is administered at every professional development training session, and the district has created a brochure on Standards Based Professional Development in the district as part of their ongoing quality management system |

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APPENDIX B

**Promising Practices in Professional
Development: Delivery**

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PROMISING PRACTICES IN PROFESSIONAL DEVELOPMENT

DELIVERY

3.2.1. Relevance of Professional Development:

The training objectives of the delivered training reflect directly the student achievement objectives of the school district and specify the outcome expectations of course offerings.

- Brevard County**
 - Data from teacher needs assessment and student achievement targets used to plan professional development offerings
 - Teacher feedback evaluation data following attendance at inservice days clearly support that delivered training met expectations of course offerings
- Palm Beach County**
 - Strong relevance to the Academic Business Plan and to increasing student performance levels
 - Summer literacy program, training for AAA schools math/science coaches, CHAMPS program for improving classroom management and school discipline, African/African-American Studies program through the Quality Assurance Program
 - Major programs were directly relevant to the needs of the teachers, especially in the AAA schools visited
- Pinellas County**
 - Objectives of training modules in the Master Inservice Plan reflect planned professional development that is relevant to district and teacher needs and sets the outcome expectations for the courses
 - New Educator Support Program and the Transition to Teaching and Alternative Certification programs
- Sumter County**
 - “By the Numbers” training was provided to school administrators and coordinators, then to all teachers. Disaggregated data was provided at the school level and for each individual teacher. This process served as a needs assessment for planning instruction and activities

3.2.2., 2.2.2., 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.

- Bay County**
 - Classroom Assessment Guidelines program includes demonstrations and practice
 - District staff spot check training provided by consultants and others to ensure appropriate learning strategies
 - Harry Wong tapes provided extensive demonstrations with role plays conducted by the teachers
- Broward County**
 - Programs in which consultants have worked for multiple years with a school, visiting and modeling instruction in classrooms and using student results to modify instructional practices
 - NESS program for new teachers incorporates learning communities, coaching and mentoring
 - ALL program
 - District provides a training program for trainers to ensure they incorporate appropriate methods in planning, delivering, following up on, and evaluating the professional development for which they are responsible. This program is exemplary and should be used as a “best practice” for the state. Participants learn about effective teaching behaviors and adult learning theory, and must present a script of the training and are evaluated based on a rubric for good instruction

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script of the training and are evaluated based on a rubric for good instruction

- Citrus County**
 - All district sponsored training used demonstrations, modeling, practice and feedback
 - Because of the district's work with Phil Schlechty and the *Understanding by Design* book, these techniques have become an integral part of their work pattern
- DeSoto County**
 - TESA - in-house trainers utilize a presenter's manual in combination with their personal expertise, a variety of activities, practice opportunities, observations, and discussion groups
- Flagler County**
 - SMART board, videos, and role plays
 - Feedback on written assignments was immediate
- Nassau County**
 - Programs involve practice by participants such as the creation of products and use of skills that can be used with students
 - In Making Meaning, the trainer modeled how to help children through the process
- Pinellas County**
 - Early Success Program (ESP) trained teachers in using intensive diagnostic and remediation techniques for struggling readers
 - Professional development strategies included outside reading, viewing videos of appropriate practices, videotaping of the participant's performances, and coaching and mentoring at the school site
 - Evaluations were tied to student achievement on specific objectives with benchmark expectations

3.2.3., 1.2.3. Sustained Training:

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

- Citrus County**
 - Math/science training, Just Reads, and GROW occur over multiple days and sessions
- DeSoto County**
 - CCC, TESA, PLS Reading to Learn
 - TESA participants had seven three-hour sessions between October and April, as well as opportunities for team observations that focused on the newly learned skills
- Flagler County**
 - Six Early Release days designated for staff development - monthly half-day training throughout the year was strongly supportive in sustaining the district-wide training which was initiated in during the summer of 2003
 - Most teachers indicated the amount of time they spent in training over the extended period allowed for ensuring mastery of the skills through collegial discussions, implementation, and practice of WOW and Gallop
- Nassau County**
 - Training sessions are usually delivered in segmented blocks totaling 10 to 12 hours
- Palm Beach**
 - Six dedicated one-half day early release professional development days as a district, training schedules during Saturdays, summer institutes, academies, and other non-instructional times provide a greater length of time for participants to practice and apply the skills learned during training

3.2.4., 2.2.4., 1.2.4. Use of Technology:

Training is delivered through a variety of technologies that support individual learning.

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- Bay County**
 - PowerPoint presentations, videos, smartboards, TVs, and computers
- Broward County**
 - Online courses, computer-based instruction, courses available on CD-Roms, distance learning opportunities, TV broadcasts through the district's TV station, use of videos for demonstrating skills, PowerPoint
 - The district produces a technology training catalog that accommodates the learning needs of most faculty and provides professional development at times convenient to the staff
 - District goal is to provide just-in-time training on a 24 hour/7 days a week basis
- Citrus County**
 - PowerPoint, video tapes, ELMO, computer-based simulations in delivery method by the person delivering the professional development
 - Principals and teachers have been trained in Microsoft Office Suite to increase their use of technology in the schools and it is common practice for new teachers to receive the training upon hiring
- DeSoto County**
 - Videos, PowerPoint, online training
 - CCC training was a hands-on model in which participants had the opportunity to explore and practice with the various components of the program
 - PLS Reading to Learn includes a CD-Rom coaching component
- Flagler County**
 - SMART boards, video tapes, video clips, internet clips, computer labs, PowerPoint, websites, online research
 - Online courses offered through NEFEC
 - District reading endorsement through FOR-PD
- Glades County**
 - Technology grant to expand resources in technology
 - Heartland Consortium and opportunities from Classroom Connect online courses
 - Videotapes, SmartBoards, PowerPoint presentations, and computer simulations
- Palm Beach**
 - PowerPoint presentations, videos for demonstrating skills and techniques, graphing calculators, ITV broadcasts.
 - Videotapes to demonstrate effective strategies (i.e., Single School Culture), heart monitors, bringing up websites during instruction, hands-on computer training, digital cameras and some presentations in which embedded video was included in the PowerPoint

3.2.5., 2.2.5., 1.2.5. Time Resources:

Sufficient time resources are available to implement the planned professional development.

- Bay County**
 - Four planning days in the calendar plus seven half-days
 - Teachers are allowed to waive two of the four calendar days if they received training in the summer
 - Professional development is available through the Beacon Learning Center for teachers to learn at their own pace, and the Classroom Assessment Guidelines program provides for independent study
- Brevard County**
 - Four days in the school calendar
 - Increasing the teacher's day by one-half hour to allow additional time for planning and professional development provided a total of 10 days for planning and inservice with 45 hours identified for professional development and 35 hours for planning
- DeSoto County**
 - Two days available pre-school, two designated staff development days, one in the fall and one in the spring when teachers are expected to participate in professional development offerings

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- Flexibility is provided in that teachers who choose to attend other offerings during the year that equate to the hours of an inservice day may opt to use that scheduled day as compensatory time

Flagler County

- Six Early Release days designated for staff development
- In the 2003-2004 school year, these days were dedicated to delivery and deployment of the WOW initiative. Three full days in October planned for Professional Development initiatives

Palm Beach

- Six half-day early release days in the school calendar
- Staff are encouraged to think outside the box to find time for professional development
- District allows schools to make choices on when and how to provide professional development and have empowered schools to have flexibility to reorganize their days for professional development

Pinellas County

- Three mandatory professional development days, one in Sept., and two in November
- Professional development is delivered during the four dedicated pre-school days, although these days are usually used by teachers to work in their classrooms
- Many schools conduct school-wide professional development during pre-pre-planning multiple-day sessions, supported through School Improvement funds, and may conduct school training during the monthly shortened "early release" days
- District offers "Trade Days" for professional development taken during the summer or other non-instructional time that teachers can use on designated days during the school year, giving considerable flexibility for teachers
- Professional education staff allocates to every school Temporary Duty Elsewhere (TDE) days that they may use as needed for school-based training or individual professional development requests
- Monthly early release days provide more opportunities for individual and school-based professional development. Many schools use their early release days for professional development and provide teachers with TDEs to encourage them to seek professional development

St. Lucie County

- Four days are designated in the school calendar - although teachers are not required to attend on those days, teachers do attend training on Saturday, before and after school and during summer in sustained summer institutes
- District provides some substitutes to allow for attendance at staff development during the school day

3.2.6., 2.2.6. Dollar Resources:

Sufficient dollar resources are available to implement the planned professional development

Bay County

- The availability of SERVE is recognized as a contributing factor

Brevard County

- Multiple sources of revenue in addition to the state allocation
- Superintendent's commitment has resulted in a District Strategic Plan goal of 1_% of the total district's budget being dedicated to staff development

Broward County

- New programs receive approval and funding if there is documentation of need and increases in student performance
- Schools with grades of "A," "D," or "F" receive additional funding that is often used for professional development
- Annenberg Challenge Grant and grants to implement magnet programs, reading programs, and other special grants

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- Flagler County**
 - District sends a small number of teachers and administrators to conferences and out-of-state trainings. It is the expectation that these participants come back and train staff in the district
- DeSoto County**
 - District teacher training funds, funds from Title I, Title II, REAP, and several grants
- Flagler County**
 - Schools receive an allocation of funds and determine how money will be spent
- Glades County**
 - Outside grants such as Titles 1, 2, and 6, and Reading First
- Jackson County**
 - The district pays PAEC for service, divides money among all schools based on an FTE allocation, and maintains funds at the district level to implement district initiatives and to supplement school dollars as requested
 - Other departments (ESE, Title One, and Technology) also have dollars that can be used for professional development
 - Schools receive a staff development budget from the district
 - PAEC provides trainers as well as online training and resources for teachers
 - District also supplements school funding for conferences and special events if the school budget is not adequate
 - Eisenhower and Title I dollars are another source for supplemental staff development funds
- Palm Beach**
 - Local funds, grant funds and other funding sources
 - District-developed initiatives such as the K-9 Algebra effort and the AAA Plan have received district fiscal support
- Pinellas County**
 - Local funds, grant funds and other funding sources
 - The district was one of 11 school districts nationwide to receive a \$550,000 Transition To Teaching (TTT) grant to encourage and train professionals from other fields to enter the teaching profession
 - District-developed initiatives such as the ESP initiative that has received over 5 million dollars in district fiscal support
- St. Lucie County**
 - Grants represent a significant portion of this funding
 - Fund raising activities and community partnerships

3.2.7., 2.2.7., 1.2.6 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.

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.

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

- Bay County**
 - Records easily accessed via AS-400 technology and the TERMS data system
- Brevard County**
 - Records accessed through the district's home website

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- DeSoto County**
- “My-Points” web-based inservice points management system
 - Assistance given by the professional development staff in accessing records on certification and inservice points
- Jackson County**
- In-service records are easily accessible and updated frequently on the PAEC website
- Nassau County**
- TERMS system. Inservice records sent to teachers annually. Teachers can request an update from the district at any time during the school year but do not have immediate access to their records electronically
- Palm Beach**
- TERMS system to document participation in professional development and the inservice points earned through participation. Every point that is awarded is filtered through the Staff Development Department. Schools submit to the district proposed professional development components. The district staff use a rubric to determine whether the component meets high quality standards for professional development. The inservice points for teachers are then submitted in batch for data entry to the district, or directly at the school site through the professional development contact for the school-based training. Teachers receive a printout of their accumulated points in the spring, and can access reports via the TERMS system at any time via the school professional development contact, usually with less than a day’s turn-around. Principals can access records as needed. Teachers and school administrators expressed uniformly their satisfaction with the ease with which they can access records and appreciation for the district’s effectiveness in maintaining inservice records
- Pinellas County**
- The district has contracted to develop the Learning Management System (LMS), an online integrated computer interface system that allows every district employee to access the offerings of the MIP by category, is aligned with the state’s coding of professional development content areas, and documents extensive information about the course offerings. Examples are where and when classes are offered, the learning expectations for the course, the instructors, and the amount of time/points awarded upon completion. For instructors, the system displays the roster of registered participants, their participation status (cancelled, no shows, partial completions, completions), and an online evaluation form that is just beginning to be used. The LMS uses data from the TERMS system to document participation in professional development and the inservice points earned through participation. Teachers register online with the computer automatically generating a confirmatory e-mail, and after the course the instructors verify their completion online. Teachers receive an annual printout of their accumulated points, and can access reports via the online LMS system at any time. Principals can access records for all teachers in the school or groups of teachers as needed. Teachers and school administrators expressed uniformly their satisfaction with the ease with which they can access records and appreciation for the district’s effectiveness in maintaining inservice records

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can access records and appreciation for the district's effectiveness in maintaining inservice records

- Learning Management System maintains up-to-date records of professional development and inservice points for recertification of teachers. Administrators have used the system for general selection of professional development as well as to prescribe professional development for individual teachers. Administrators rely on this system heavily and report its success without reservation. It should be noted that all schools selected received a "4" rating on this item

St. Lucie County

- Inservice and certification records are accessible through a computer system within the district. School staff are able to access easily up-to-date information on inservice points
- Most teachers have a technology or information person at the school site access the records. Personnel department provides to principals lists of teachers who need recertification; principals provide the notification to teachers

Walton County

- Easy access to PAEC online records, and they receive updates from the district office

3.2.8. Leadership:

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

Bay County

- Development of teachers as trainers
- Reading demonstration classroom:
<http://www.bay.k12.fl.us/rclassdemo/default.aspx>
- Mentor teachers

Brevard County

- Leadership Team is involved in professional development through participation in the By The Numbers professional development program and by modeling effective follow-up strategies, including the Superintendent's visits to classrooms to review student achievement progress charts
- Resource Teachers and other Leadership Team members participate in the Superintendent's learning community to gain up-to-date knowledge on best practices across the nation
- The establishment of the Professional Development Council provides stakeholder involvement in the planning and implementation of the district's Professional Development System

Broward County

- The commitment of the Superintendent and district to the Sterling philosophy and process is reflected in support for professional development all levels of the school district
- The district has narrowed the gap in student achievement for minority students and attributes this improvement to the leadership philosophy
- The district also has served as a leader for the state in developing and pilot testing new professional development programs and delivery methods

Citrus County

- Professional development is provided for all groups, i.e., instructional, administrative, and support staff
- Professional development is a high priority for the district and the foundation for major district initiatives

DeSoto County

- Literacy councils are in place at each school as part of the reading initiative begun in 1995, and the district is in the process of developing a district council that will include emergent leaders from each site
- CCC leader training recently initiated

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- TESA training being delivered using a cadre of district trainers
 - District has its own CRISS trainers
- Palm Beach**
- Strong coordination of professional development efforts with the Academic Business Plan
 - AAA program, K-9 Algebra initiative, CHAMPS program and K-2 Literacy effort
 - Grant to provide a Masters Degree to 600 teachers in the core curriculum for the AAA participating schools
- Pinellas County**
- All new district initiatives are planned with professional development as a major implementation strategy, and training is embedded within all major district functions
 - District and school staff reported strong support for professional development from the school board and district administration with teacher quality and staff development being a very high priority
- St. Lucie County**
- The St. Lucie County Literacy Plan is a major district initiative that highlights the role of professional development as a key strategy for supporting significant improvements
- Sumter County**
- Funding is provided for additional training for National Board Certified Teachers, Teacher Leaders and tuition assistance for Educational Leadership

3.2.9. Growing the Organization:

The district seeks out and fosters professional development and promotion for employees with potential.

- Bay County**
- District worked with the FSU Center to help develop and improve a “grow your own” approach to meeting staffing needs
 - Leadership Development Program provides development opportunities for classroom teachers aspiring to become administrators - similar opportunities provided for assistant principals, administrative assistants, and district office staff
 - District conducts a “master substitute” program
- Brevard County**
- Administrative Awareness I and II series
 - Mentoring and supporting National Board Certification candidates
 - Resource Teachers encourage and identify school teachers to pursue Master’s degrees and serve in leadership roles
 - District plans to reorganize the Staff Development Department office to increase the focus on Leadership Development
- Broward County**
- Pathways program defines a continuum of professional growth opportunities
 - National Board Certified teachers have been supported through professional development funding
 - Teacher Academy for Teacher Leaders
 - Intern principal program that pairs potential principals with high performing principals
- Citrus County**
- The Deming Model approach to quality improvement has been a key element in promoting growth of the organization through training provided to district and school administrators
 - Master’s Degree programs for teachers who cannot travel the distances to graduate programs at UF, USF, or UCF
 - Gallup “Strength Finders” program to identify potential leaders
 - Strength-based leadership model
 - Opportunities for teacher aides and other non-certified staff to advance their education, including a collaborative effort with Central Florida Community College (CFCC) to provide scholarships for teacher aides to take classes leading to a degree in education

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- Nassau County**
 - District is a participating member of a management consortium
 - District will host a master's degree program in educational leadership in the county

- Palm Beach**
 - District pays bonus of \$2,000 to National Board Certified (NBC) teachers
 - District offers \$10,000 bonus for performance pay based on student gain goals
 - Building higher capacity by allowing in-house experts in the schools to develop training and deliver to their peers and by using a turn-key training approach in some of the major district initiatives
 - Compliance requirements of NCLB (No Child Left Behind) legislation for highly qualified teachers is reflected in the AAA program professional development

- Pinellas County**
 - District is committed to the Deming Total Quality Management model and the Baldrige criteria
 - Minority Leadership Program recruits administrators from diverse racial and ethnic backgrounds
 - New Principal Mentor Program in which new principals are paired with a retired principal
 - Active program to recruit teachers to become principals
 - Numerous opportunities for paraprofessionals to become teachers including one program that concludes with a BS in Varying Exceptionalities to meet the need for more ESE teachers
 - Human Resource Department also actively encourages and supports high school students to become teachers

- Sumter County**
 - District provides internships for aspiring administrators as well as Preparing New Principals program

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APPENDIX C

**Promising Practices in Professional
Development: Evaluation**

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PROMISING PRACTICES IN PROFESSIONAL DEVELOPMENT

EVALUATION

2.4.1., 1.2.1 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.

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

Glades County

- Multiple classroom observations and opportunities to share ideas with others during faculty and grade group meetings

Bay County

- Three meetings held each year, including a mid-year check and an end-of-year meeting
- Teachers often displayed the charts that they used to demonstrate the improvements of their students over the course of the year using FCAT scores and a variety of measures
- Some teachers submit lesson plans that demonstrated that they had used the skills/knowledge in their classrooms
- Classroom walkthroughs and informal administrator reviews

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.

Bay County

- Formal evaluation conducted of the impact of the Beacon Learning Center courses by Florida State University
- District has conducted a formal evaluation of the Classroom Assessment Guidelines program

Broward County

- Formal evaluations of professional development of observations in classrooms to determine if the skills are actually being used by the teachers, as well as surveys of participants and examinations of the impact of the professional development on student performance
- Major professional development programs selected for formal evaluations by the district, often when they are part of a major district initiative to change processes in schools
- District also uses focus groups, interviews with staff and students, and observations of student work products

3.4.5. Use of Results:

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

Bay County

- Formal evaluations are conducted of all Beacon Learning Center courses (face-to-face and online) and the results are used to improve the offerings and to terminate ineffective offerings

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APPENDIX D

**Sample Individual Professional
Development Plans**

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MONROE COUNTY SCHOOL DISTRICT Individual Professional Development Plan

School Year
2003-2004

Name _____

Assignment/Grade _____ School Site _____

Professional Development Needs Related to Increased Student Achievement Indicator for Student Achievement Growth Form Attached

<i>8 Goal Areas</i>	<i>Specific Activities</i>	<i>Date and Times</i>
Teaching Methods Learning Styles		
Technology		
Data Assessment and Analysis		
Math Initiative		
Reading Initiative		
Sunshine State Standards/Content		
Safe Schools		
Classroom Management		

Staff development selected from above can be used to meet the requirement of a teacher's individual professional development plan. A teacher's target group objective with regard to documenting student achievement growth and the measures utilized for assessing that achievement can be supported by a teacher's selection of staff development.

Teacher's Signature

Principal's Signature

Date

Date

MCSD0037