

# RADAR PROTOCOL GUIDES PLANNING

**H**illsborough County Public Schools in Florida has long been known as a leader in teacher learning — one with a culture of continuous improvement. To that end, leadership in the district’s Office of Teaching and Learning joined the Learning Forward-led Redesign PD Community of Practice last year in part to develop protocols and procedures to better ensure coherence and alignment across the district.

What they created was an organizing document that could be used by learning leaders to make sure school plans are aligned with the district’s framework for effective teaching. But it is also being used by school leadership to differentiate support needs and by individual teachers to backward map during their goal-setting process.

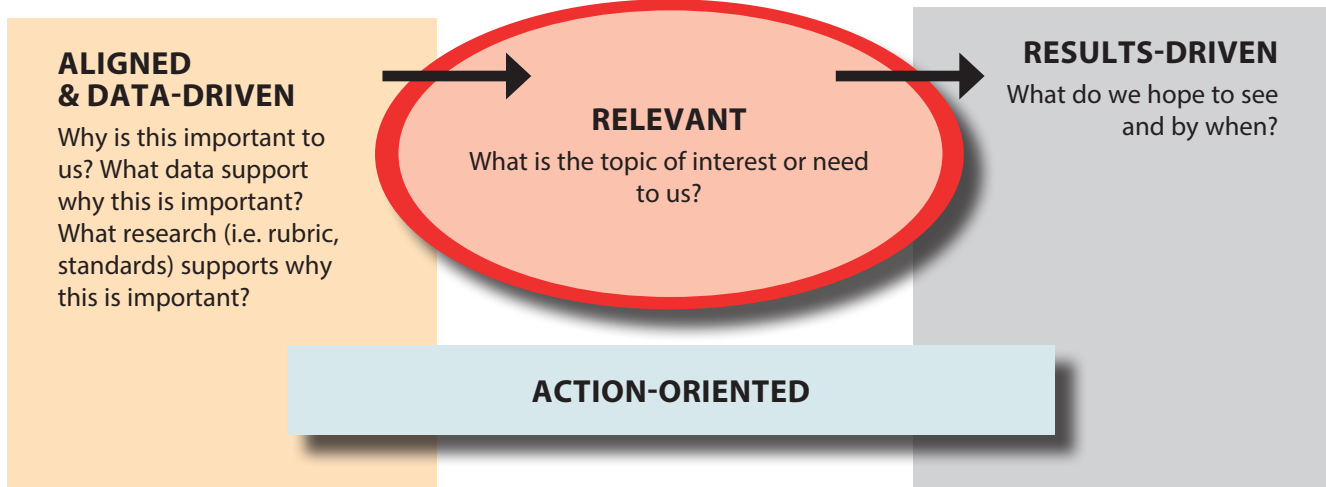
The tool is called RADAR, which stands for

the qualities that should be found in any resulting professional learning plan or action/needs list: relevant, aligned, data-driven, action-oriented, and results-driven.

RADAR was first created to help a district-level administrator work through conversations with school chiefs to guide her own planning, but it can be adapted using your system’s language, data, goals, and more. Shannon Bogle, an area supervisor in Hillsborough County’s Office of Teaching and Learning, is using it to create a “train the trainer” model, inviting teacher leaders to use it to give her feedback on her department.

It’s also being used by professional learning community facilitators within the district. “It’s proven a great tool to guide conversations and planning,” Bogle says, “but it’s also a living, breathing document. We hope it proves as useful for other systems as it has for ours.”

# PUTTING HIGH-QUALITY PROFESSIONAL LEARNING ON OUR RADAR

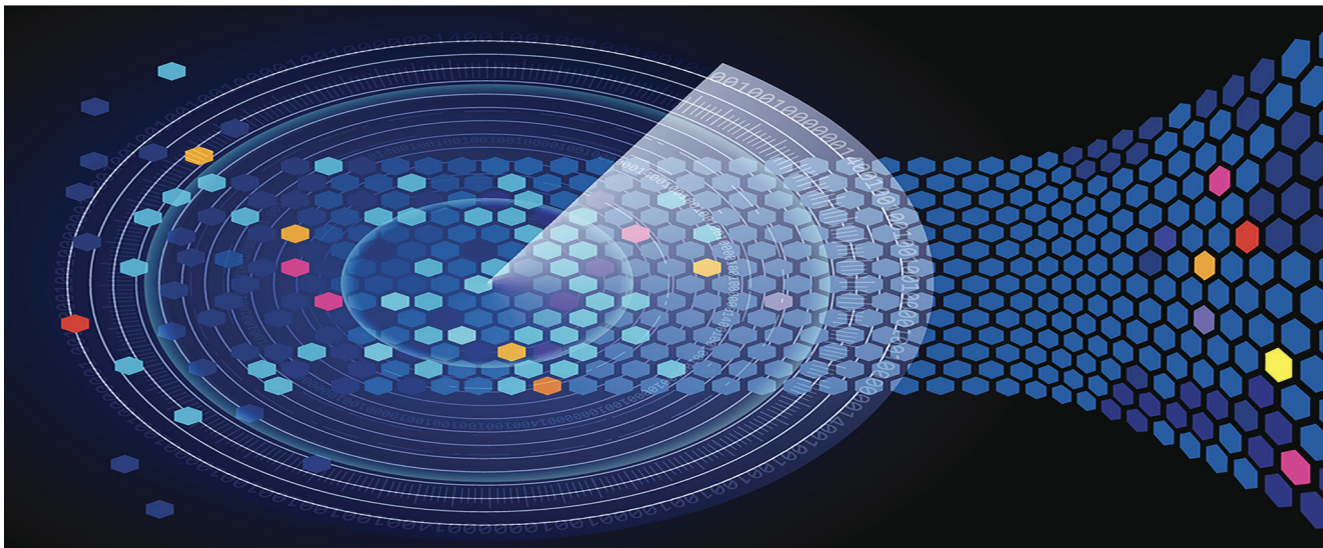


How will teachers get nonevaluative feedback on how they're doing?	How will teachers receive support as they try this?	How will teachers learn more about this?	When might this happen?	Who might help us with this?

RELEVANT	ALIGNED	DATA/RESULTS-DRIVEN
Structure	Standards	Needs assessment
Presentation	Research	Results-driven
Adult learning principles	Rubric	Plan for implementation
Content	District strategic plan	Student achievement
Resources	School improvement plan	Changes in teacher practice
Timely		

RELEVANT
What is the relationship between course objectives and course activities?
What tools and resources will be used to support the learning?
How will participants be actively engaged in the content (i.e. reflection, inquiry, collaboration, etc.)?
How will participants build on their current knowledge?
How will the professional learning meet individual and group needs?
ALIGNED
How is the professional learning aligned to Florida standards?
In what way(s) is the professional learning aligned to the teacher evaluation rubric?
How will you make these connections explicit for teachers?
DATA/RESULTS-DRIVEN
Why is the professional learning needed?
By whom?
What skills and knowledge will participants be expected to demonstrate following the professional learning?
How will implementation of skills be supported? By whom? How often?
What is the anticipated impact on students?





Component		Evident	Emerging	Not apparent
<b>RELEVANT</b>				
Compelling why	How will we communicate the relevance and “compelling why” of the professional learning to participants?	The relevance and purpose of the professional learning are clear. The content of the professional learning is relevant to all intended participants.	The relevance and purpose of the professional learning are vague. The content of the professional learning is relevant to some participants.	The purpose and relevancy of the professional learning are unclear.
Resources	What tools and resources will we use to support the professional learning?	The tools and resources used for this professional learning are relevant to all intended participants taking the course.	The tools and resources being used for this professional learning are relevant to a group of participants within the course.	The tools and resources are not relevant to the work of the participants taking this course.
Engagement	How will we actively engage participants in the content (i.e. reflection, inquiry, collaboration, etc.)?	Most of the time during the professional learning, participants reflect, inquire, and collaborate with colleagues to improve their practice.	There is an uneven balance of time between instruction and time for participants to reflect, inquire, and collaborate with colleagues.	The instructor delivers all content with no time built in to allow participants to reflect, inquire, and collaborate with colleagues.
Differentiation	How will the professional learning meet individual and group needs?	The content of the professional learning is designed to meet educators’ individual needs based on experience level and specialty area. Activities are varied to meet the needs of all learning styles.	The content meets the needs of groups of teachers. Activities are not varied and only center around one learning style.	The content does not take into consideration the needs of teachers based on experience, specialty area, or learning style.

Component		Evident	Emerging	Not apparent
<b>ALIGNED</b>				
Florida standards	How is the professional learning aligned to Florida standards?	The professional learning is explicitly aligned to Florida standards.	The professional learning is partially aligned to Florida standards.	The professional learning is not aligned to Florida standards.
Evaluation rubric	In what way(s) is the professional learning aligned to the teacher evaluation rubric?	The professional learning is aligned to the evaluation rubric with specific links to multiple components.	The professional learning is connected to one component of the rubric.	The professional learning is not connected to the evaluation rubric.
Strategic plan/school improvement plan	How is the professional learning connected to the district strategic plan or school improvement plan?	There is a specific and clearly stated connection to the district strategic plan and school improvement plan.	There is a connection between the professional learning and the district strategic plan or school improvement plan.	There is no connection between the professional learning and district or school plans.
Research-based	Is the professional learning based on research? If so, what research?	The professional learning is based on specific research.	The professional learning is partially based or linked to research.	The professional learning is not evidence- or research-based.

Component		Evident	Emerging	Not apparent
<b>DATA/RESULTS-DRIVEN</b>				
Needs assessment	Why is the professional learning needed? By whom?	Professional learning needs are determined from specific evidence or data with specific stakeholders identified.	Professional learning needs are based on general trends for a broad audience of stakeholders.	No data used to determine need.
Change in practice	What skills and knowledge will participants be expected to demonstrate following the professional learning?	Plan for change of practice is cohesive and contains clear expectations for teacher application.	Plan for change of practice is vague and rooted in theory, without application.	No plan for change of practice.
Follow-up/support	How will we support implementation of skills? By whom? How often?	Plan for implementation is detailed and includes required coaching and mentoring until educators can implement the new learning with fidelity.	Plan for implementation is vague and includes optional coaching and mentoring or a broad system of support.	No implementation plan is indicated.
Student outcomes	What is the anticipated impact on students?	Impact on student learning includes measurable goals and may include a plan to monitor progress.	Impact on student learning is stated as broad, unmeasurable goals.	No impact on student learning is provided.

Source: Hillsborough County Public Schools, Office of Professional Development. Used with permission.