

Duval County Public Schools

Five Year Comprehensive Professional Development Plan

2010-2015

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Jacksonville University (JU)

National Association for the Advancement of Colored People (NAACP) Education Committee

Parent Teacher Association (PTA)

Schultz Center for Teaching and Leadership

University of North Florida (UNF)

Introduction

The Duval County Public Schools (DCPS) requested the assistance of the National Staff Development Council (NSDC) to develop a five-year district comprehensive professional development plan. Under the leadership of Dawn Wilson, DCPS Executive Director of Professional Development, the DCPS Professional Development Planning Committee was formed. The committee includes representation of stakeholders from the schools, district, parents, community, and the teacher organization.

Linda Munger, NSDC Senior Consultant, facilitated 5 two-day sessions throughout the 2008-2009 school year. The purposes of the sessions were to:

- study the research on quality professional development
- gain input from multiple stakeholders during the planning process
- align the district comprehensive professional development plan with the district strategic plan, NSDC Standards, and FL DOE Protocols
- use results from the district professional development evaluation data to guide the planning
- develop a tool to guide professional development in the district

As a result of this work during the 2008-2009 school year, DCPS Professional Development Planning Committee agreed on the components of a five-year district comprehensive professional development plan to be presented to the Duval County School Board for final approval. The components include:

- Professional development vision, mission, guiding principles
- Alignment of professional development with FL DOE Professional Development System and NSDC standards
- Framework of professional development for DCPS
- Guidelines and tools for implementation of quality professional development at multiple levels to impact student achievement
- Federal, State, and District Requirements
- Professional Development Policy and Budget

The members of the Professional Development Planning Committee were diligent in studying and providing collective guidance during the planning process. The members gave generously of their time in the creation of the comprehensive professional development plan.

The Professional Development Planning Committee recommends widespread communication of the professional development plan to ensure comprehensive implementation across the district that results in success for all students.

Purpose of Plan

Professional development matters. The most important in-school determinant of a student's success is the quality of teaching. Therefore, the most important resource that school districts have to ensure great teaching for every child is high-quality professional development for educators.

Today's teachers are expected to achieve more than any generation of teachers who preceded them. Professional development provides teachers with the support they need in order to enhance student learning. Student academic success is enhanced when teachers experience powerful professional support.

The purpose of this plan is to guide professional learning in DCPS and be a resource for its educators. The DCPS Comprehensive Professional Development Plan includes:

- Vision, Mission, and Guiding Principles for Quality Professional Development
- Alignment of professional development with the DCPS Strategic Plan, NSDC Standards, and FL DOE Professional Development Protocols
- Federal, State, and District Requirements
- Evaluation of Professional Development Programs
- Learning and Implementation Methods
- Professional Development Policy and Budget
- Framework of Professional Development for DCPS
- Guidelines and Tools for Implementation of Quality Professional Development
- Appendices with Standards, Evaluation Results, Reports, Charts, Forms, Glossary, Figures and Tables

The plan demonstrates the district's commitment to ensure that every teacher experiences high-quality professional learning so that every student achieves his or her highest potential. To compete globally, to continue to meet technological, environmental, and innovation challenges, and to take advantage of opportunities to succeed beyond public school, every student must have exemplary teaching every day. Professional development is the pathway to exemplary teaching and student learning.

I. Quality Professional Development

DCPS Vision

Every student is inspired and prepared for success in college or a career, and life.

DCPS Mission

To provide educational excellence in every school, in every classroom, for every student, every day.

DCPS Professional Development Vision

All Duval County Public School stakeholders share a collective responsibility to participate in continuous professional learning resulting in increased and sustained achievement of all students.

DCPS Professional Development Mission

The Duval County Public School system is committed to investing in continuous professional learning that is standards-based, results-driven, relevant and improves administrative leadership, teaching quality, and student achievement.

DCPS Guiding Principles

- Diversity is valued, enriches the collaborative experience, and strengthens learning opportunities for all.
- Leaders have a responsibility to build the capacity of individuals and organization to learn and lead.
- High expectations and focused goal setting lead to breakthrough results.
- Professional learning strategically focused on improving instructional effectiveness and student learning produces greater academic success.
- Evaluating the quality of professional learning measures the fidelity of implementation and impact on student learning.
- Professional learning communities use shared expertise to achieve desired results.
- Collaboration results in high performing networks of professionals, including parents and community members, with collective responsibility for greater student learning and achievement.

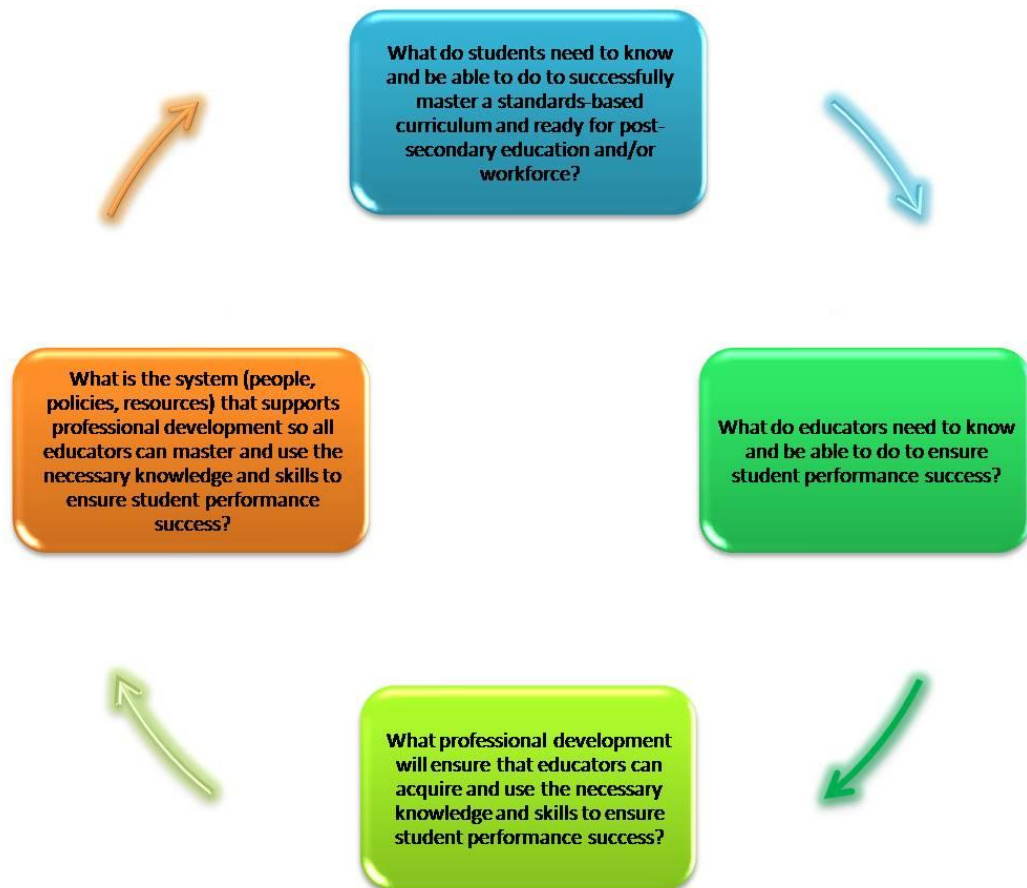
Characteristics of Quality Professional Development

A comprehensive professional development plan is an intentionally designed system that supports continuous learning and improvement for all educators that results in increased student achievement. Effective professional learning is results-driven, standards-based, content-rich, school-centered, and job-embedded.

1. Results-Driven

- What are students expected to know and be able to do?
- What must educators know and be able to do to ensure student success?
- What professional development must be offered to enable educators to develop the knowledge and skills needed to produce the results they want for students?

Figure 1. Results-Driven Professional Development Flowchart



Source: Adapted from Roy, R. & Hord, S. (2004). Innovation configuration: Chart a measure course toward change. *Journal of Staff Development*, 25(2), 56.

2. Standards-Based

The standards for professional development are organized into three categories: context, process, and content. Context standards describe the organization or culture that best supports professional development. Process standards describe how to plan, implement, and evaluate professional development. Content standards specify the foundation knowledge essential for all staff.

- Context: How is the organization structured to support adult learning?
- Process: How is learning structured to support adult acquisition of new knowledge and skills?
- Content: What knowledge and skills must educators learn to produce higher levels of learning for all students?

Table 1. Learning Forward Standards for Professional Learning

Learning Communities	Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
Leadership	Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
Resources	Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
Data	Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan assess, and evaluate professional learning.
Learning Designs	Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
Implementation	Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
Outcomes	Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

3. Content-Rich

Higher levels of student achievement are associated with teachers' opportunities to participate in sustained professional development grounded in content-specific pedagogy linked to curriculum they are teaching. (Source: Darling-Hammond, L. (2000). *Teacher quality and student achievement: A review of state policy evidence*. Education Policy Analysis 8(1), 7.)

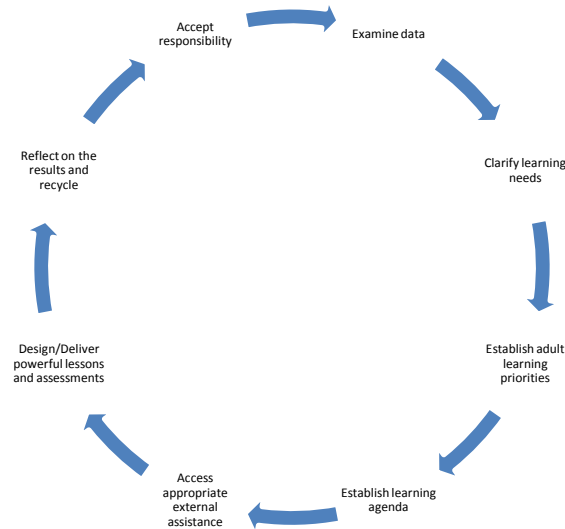
4. School-Centered

Both staff and students benefit from the effects of professional learning communities in schools; teachers are less isolated, share in the collective responsibility for student success, and have higher morale and less absenteeism. Students in these schools also

have less absenteeism, great academic gains, and smaller achievement gaps between students of different backgrounds (Source: Hord, S. (2003). *Professional learning communities: Perspectives from the field*. New York, NY: Teachers College Press.)

5. Job-Embedded

Figure 2. Job-Embedded Professional Development



(Source: Killion, J., April 2008)

Job-embedded professional development and can take many forms:

1. Examine student data
2. Case Studies
3. Classroom observations
4. Develop formative assessments
5. Action research
6. Lesson planning with colleagues
7. Peer or expert coaching
8. Book studies
9. Participate in a videoconference or conference calls with an expert
10. Classroom walk-through
11. Research on the Internet
12. Lead a school committee
13. Lesson study
14. Curriculum mapping
15. Coach a colleague
16. Be a mentor – be mentored
17. Join a professional network
18. Write an article about your work
19. Read journals, educational magazines, books
20. Participate in a Critical Friends group
21. Keep a reflective log, journal, or portfolio

(Source: Learning Forward If not a workshop, then what?)

II. Federal, State, and District Requirements

Federal Requirements

No Child Left Behind (NCLB) (waived effective 2012-13)

No Child Left Behind, enacted January 8, 2002, reauthorized a number of federal programs aiming to improve the performance of U.S. primary and secondary schools by increasing the standards of accountability for states, school districts, and schools, as well as providing parents more flexibility in choosing which schools their children will attend. Additionally, it promoted an increased focus on reading and reauthorized the Elementary and Secondary Education Act of 1965 (ESEA). This federal funding is targeted to support programs and teaching methods that work to improve student learning and achievement. NCLB emphasizes the need for Highly Qualified Teachers, and requires States to develop and implement a comprehensive plan for increasing teacher effectiveness so that all teachers are highly qualified. Under NCLB, states and school districts have flexibility in using federal education funds. This allows districts to use funds for their particular needs, including teacher professional development.

Learning Forward Definition of Professional Development

(34) PROFESSIONAL DEVELOPMENT- The term “professional development” means a comprehensive, substantiated and intensive approach to improving teachers' and principals' effectiveness in raising student achievement;

(A) Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that —

- (1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;
- (2) is conducted among learning teams of educators, including teachers, paraprofessionals, and other instructional staff at the school;
- (3) is facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
- (4) occurs primarily several times per week or the equivalent of three hours per week;
- (5) engages established learning teams of educators in a continuous cycle of improvement that —
 - (i) analyzes student, teacher, and school learning needs through a thorough review of data on teacher and student performance;
 - (ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;
 - (iii) achieves the educator learning goals identified in subsection by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;

- (iv) provides classroom-based coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;
 - (v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
 - (vi) informs ongoing improvements in teaching and student learning; and
 - (vii) may be facilitated and strengthened by external assistance.
- (B) The process outlined in (34) (A) may be supported by activities such as courses, workshops, institutes, networks, and conferences that:
- (1) must address the learning goals and objectives established for professional development by educators at the school level;
 - (2) advance the ongoing school-based professional development, and
 - (3) are provided by for profit and non-profit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.

IDEA –EIS and RtI

The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services. The final regulations for the reauthorized Individuals with Disabilities Education Act (IDEA) became effective on October 13, 2004.

IDEA allows funding for Early Intervention Services (EIS), which includes Response to Intervention (RtI). EIS is for students in kindergarten through grade 12, with a particular emphasis on students in kindergarten through grade three, who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

RtI strategies are tools that enable educators to target instructional interventions to children’s areas of specific need as soon as those needs become apparent. The core characteristics that underpin all RtI models are: (1) students receive high quality research-based instruction in their general education setting; (2) continuous monitoring of student performance; (3) all students are screened for academic and behavioral problems; and (4) multiple levels (tiers) of instruction that are progressively more intense, based on the student’s response to instruction.

For example, an RtI model with a three-tier continuum of school-wide support would include the following tiers and levels of support:

Tier One (Universal/Core) - for all students using high quality scientific research-based core instruction in their general education setting which includes interventions.

Tier Two (Supplemental Intervention) - for specialized small group instruction of students determined to be at risk for academic and behavioral problems

Tier Three (Intensive) - for specialized individualized instructional/behavioral support for students with intensive needs.

RtI was included in IDEA to support methods that more accurately distinguish between children who truly have Specific Learning Disabilities (SLD) from those whose learning difficulties could be resolved with more specific, scientifically based, general education interventions. Similarly, the President's Commission on Excellence in Special Education recommended that the identification process for SLD incorporate an RtI approach.

IDEA calls on educational practitioners to use scientifically based research to guide their decisions about which interventions to implement. IDEA states that in implementing coordinated early intervening services districts may implement activities that include--

- (1) Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
- (2) Educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

American Recovery and Reinvestment Act of 2009 (ARRA)

Education funds provided through the *American Recovery and Reinvestment Act (ARRA)* provide a unique opportunity to accelerate school reform and improvement efforts while also saving and creating jobs and stimulating the economy. These one-time resources are targeted for programs and services most likely to lead to improved results for students, long-term gains in school and school system capacity, and increased productivity and effectiveness.

All students should graduate from high school prepared for college and a career and have the opportunity to complete at least one year of postsecondary education. This means that improvements must be made to increase student achievement and close the achievement gap. *ARRA* identifies four core reforms that will help the nation meet that goal:

- adopting rigorous college and career-ready standards and high-quality assessments
- establishing data systems and using data for improvement
- increasing teacher effectiveness and equitable distribution of effective teachers
- turning around the lowest-performing schools.

Districts generally have up to two years to obligate these funds. While many school districts may need to use a portion of their *ARRA* funds to save jobs, every district and school should be considering how to use these funds to improve student outcomes over the next two years and to advance reforms that will have even longer-term impact.

Florida’s Highly Qualified Teacher (HQT) Program

NCLB’s requirements for teacher quality have guided Florida’s strategies for meeting the HQT goal. Florida has a comprehensive approach to the continuous improvement of teachers. Specific strategies target recruitment, placement, preparation, development, and retention of highly effective teachers.

Florida’s plan for meeting the highly qualified teacher (HQT) goal is based on a comprehensive analysis of the HQT status of all core academic subject classes, and includes coordinated strategies for addressing the requirements established by the U.S. Department of Education (USDOE) for states’ revised HQT plans.

Florida’s HQT course analysis includes state, district, and school-level results to provide a complete basis for comparing the status of schools and districts across categories and for identifying schools, districts, school groupings, subject areas, and individual courses for which HQT needs are most acute. Among the classifications included in the analysis are high-poverty and high-minority schools, and schools not making AYP.

As a result of this data analysis, the state professional development focus is on specific subject areas and classification needs including:

- Tier One – secondary reading, secondary ESE
- Tier Two – secondary language arts, elementary ESE
- Tier Three – secondary mathematics, secondary science, elementary self-contained

Further strategies target acute needs displayed in the data analysis in districts with the largest numbers and percentages of classes taught by teachers who are not highly qualified and schools that are not making AYP, and have the lowest performance levels in student achievement. Florida’s plan includes an “equity” strategy specifically ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

State Requirements

The School Community Professional Development Act (F.S., 1012.98).

The 2000 Legislature enacted legislation to improve the quality of professional development for Florida educators, which is known as *The School Community Professional Development Act* (F.S., 1012.98).

District Professional Development System

The school district’s professional development system must:

- Be approved by DOE (substantial revisions must also be submitted to DOE);
- Be based on analyses of student achievement data and instructional strategies that support rigorous, relevant, and challenging curricula for all students;

- Provide professional learning with follow-up support for accomplishing district-level and school-level improvement goals and standards;
- Include a master inservice plan for all school district employees and fund sources;
- Require school principals to establish and maintain individual professional development plans (IPDPs) for each instructional employee;
- Provide for delivery of professional development by distance learning and other technology-based delivery systems; and
- Provide for the continuous evaluation of professional development based on teacher performance and student achievement.

[Adapted from Florida Statutes (2007) Section 1012.98(4)(b)]

Professional Learning

In the FL statute professional learning is referred to as inservice activities. The statute requires that a school district's professional learning for instructional personnel focus on the following eight categories:

1. Analysis of **student achievement data**;
2. Ongoing **formal and informal assessments** of student achievement;
3. Identification and use of enhanced and differentiated **instructional strategies** that emphasize **rigor, relevance, and reading in the content areas**;
4. Enhancement of **subject content expertise**;
5. Integration of **classroom technology** that enhances teaching and learning;
6. Classroom management;
7. **Parent involvement**; and
8. **School safety**.

[Florida Statutes (2007) Section 1012.98.4(b)3]

Master In-service Plans

Each school district must annually update and submit to DOE a master inservice plan. A master in-service plan must be approved by the district school board, be aligned to school-based in-service plans and school improvement plans, and be based on:

- Input from teachers, school instructional leaders and school district, and
- The latest available student achievement data and research.

[Florida Statutes (2007) Section 1012.98(4)(b)4]

State Mandated Professional Development

ESOL Endorsement

[FL School Board Rule 6A-6.0907]

Educators of English Language Learning (ELL) must complete required courses to acquire skills necessary to enable students to successfully attain proficiency in the English Language and mastery of academic content. Access the FLDOE ESOL Training requirements at the FLDOE SALA website (www.fldoe.org/aala).

K-12 Reading Endorsement

[FL School Board Rule 6A-4.0163]

Secondary reading educators are required to obtain the K-12 Reading Endorsement to provide intensive reading instruction for struggling readers. A Reading Endorsement may be earned through either district inservice points/hours or college credit (300 points/ or 15 semester hours in college credit). Access the FLDOE Reading Endorsement requirements at Just Read Florida website (www.justreadflorida.org).

Teacher Induction Program

[Statute 1012.56 (7)(b)]

New teachers are provided professional development, support services, and mentorship to acquire the tools necessary to teach effectively, demonstrate required educator competencies, and complete FLDOE requirements.

Bullying and Harassment

[Statute 1006.147]

Bullying and harassment are prohibited in Florida schools. Educators, students, parents, community stakeholders, and all school personnel are required to obtain professional development providing instructions on identifying, preventing, and responding to bullying.

Individual Professional Development Plans

A school principal must establish and maintain an Individual Professional Development Plan (IPDP) for each instructional employee assigned to the school. Each IPDP includes student performance data, professional development objectives, measurable objectives and evaluation.

[Florida Statutes (2007) Section 1012 1012.98(4)(b)5; FL DOE Professional Development Protocols, SBOE]

Source: *Teacher Professional Development Programs in Florida*, Interim Project Report, January 2008

(See attachment L)

FL Guidelines for Implementation of Professional Development System

The Florida Professional Development System Evaluation Protocol serves as the guide for the implementation of professional development at three levels: district (3.0), school (2.0), educator, and faculty (1.0).

- **Planning:** What planning occurs to organize and support the professional development of teachers?

- Learning: How often and how well is the professional development delivered to teachers?
- Implementing: What follow-up is provided to ensure teachers use the skills and knowledge gained through the professional development?
- Evaluation: What evaluation occurs to ensure the professional development resulted in teacher in use in the classroom and improvements in student learning as a direct outcome?

Sources:

- Florida DOE – Bureau of Educator Recruitment, Development and Retention, 2006.
- <http://www.teachinflorida.com/ProfessionalDevelopment/TeacherSupport/ActionResearch/tabid/218/Default.aspx>.

Florida's Differentiated Accountability Plan

The U.S. Department of Education selected Florida to participate in the "Differentiated Accountability Pilot" initiative in 2008. Through Differentiated Accountability, or DA, the state is allowed greater flexibility in providing the needed technical assistance and interventions to the schools with greatest need. Florida's DA plan streamlines the federal and state accountability systems and directs increasing school wide interventions and school and district accountability based on the school's annual goals and school grade.

This program allows the Florida Department of Education (FLDOE) to operate a tiered approach to working directly with schools to increase student achievement. The support and assistance provided to each school is individualized depending on the needs of that school. Through DA, schools fall into a matrix of categories based on the level of the school's achievement. The lowest performing schools receive the most support, and under DA, these schools are required to implement the most robust interventions that will help lead to successful school improvement. In order to provide direct support to schools, Florida has also created a regional system of support.

The plan classifies schools based upon their annual school grade. The 2013-14 classifications include Prevent, Focus, and Priority, in accordance to the ESEA waiver.

The areas of focus for Professional Development include:

- Leadership development on monitoring classroom instruction, guiding, supporting, and monitoring the activities of instructional coaches
- Reading, mathematics and science coaches provide professional development to develop and model effective lessons, lead lesson study, analyze data, and the CCSS/NGSSS
- Performance Appraisal Instruments
- Summer Professional Development Academy
- Targeting the specific needs of sub groups not making Annual Measurable Objectives (AMO)
- FL Continuous Improvement Model (FCIM)
- Problem solving

- Response to Intervention
- Professional Learning Communities including the use of Lesson Study
- Assessing Student Progress

Source: Rule 6A-1.099811, DA-2 Revised June 15,2012

Florida's RtI Model

The state of Florida requires RtI because IDEA mandates that each State's criteria for identification of specific learning disability must permit the use of a process based on the child's response to scientific, research-based intervention. RtI is the process identified by the state of Florida.

Florida's RtI model is a multi-tiered approach to providing high quality instruction and intervention matched to student needs, using learning rate over time and level of performance to inform instructional decisions. The basic elements of RtI are required by the NCLB Act and IDEA. RtI involves the systematic use of assessment data to most efficiently allocate resources in order to improve learning for all students.

- Multiple tiers of evidence-based instruction service delivery
- A problem-solving method designed to inform the development of interventions.
- An integrated data collection/assessment system to inform decisions at each tier of service delivery.

District Requirements

DCPS Strategic Plan (2009-2012) (adopted April 2, 2013)

- **Vision** Every student is inspired and prepared for success in college or a career, and life.
- **Mission** To provide educational excellence in every school, in every classroom, for every student, every day.
- **Core Values**
 - **EXCELLENCE.** We expect the highest standards throughout our organization from the School Board and Superintendent to the student.
 - **INTEGRITY.** We foster positive relationships based on mutual respect, transparency, honesty, and the consistent demonstration of actions.
 - **INNOVATION.** We create dynamic systems and process that solve problems and overcome challenges.
 - **EQUITY.** We promote an environment that ensures equal opportunity, honors differences, and values diversity.
 - **COLLABORATION.** We are a community of individual who share a collective responsibility to achieve our common mission.

[DCPS Strategic Plan:

http://www.duvalschools.org/static/aboutdcps/departments/prodev/downloads/DCPS_Five_Year_PD_Plan.pdf

Goals

Develop Great Educators and Leaders

Strategies

- Provide teachers and students with the tools and resources necessary to meet the demands of the Common Core Standards and students' individual needs.
- Recruit, employ, and retain high quality, diverse teachers, instructional leaders, and staff.
- Provide ongoing professional learning and support to develop all teachers, instructional leaders, and staff.

Engage Parents, Caregivers, & Community

Strategies

- Establish and sustain a culture that is collaborative, transparent, and child-centric.
- Create a welcoming, respectful, and responsive environment for all stakeholders that leads to open lines of communication.
- Expand partnerships and ensure alignment between district strategic plan and community, government, non-profit, and business initiatives.

Ensure Effective, Equitable, & Efficient Use of Resources

Strategies

- Ensure the use of district funds is transparent, strategic, and aligned.
- Distribute district-wide programs and resources in an equitable manner.
- Deploy information technology that supports the academic needs of all students, teachers, and staff.

Develop the Whole Child

Strategies

- Facilitate and align effective academic, health, and social-emotional services for students based on needs.
- Address the needs of all students with multiple opportunities for enrichment.
- Encourage positive behavior, respect towards others, and ensure safe environments throughout the school district.

DCPS Response to Intervention Plan

The district has developed a framework with action plans for implementing the RtI Plan. This framework is outlined below.

Component 1: Consensus Building

Component 2: District Infrastructure Building

Objectives for District Level Infrastructure Building:

- Have all the components required for RtI roll out in place.
- Define the policies and procedures regarding how to implement RtI and problem-solving.
- Complete a needs assessment to identify areas of strength and areas of need related to an RtI system.

- Outline an evaluation plan and identify the data management system(s) that will be used to support RtI implementation.
- Develop a plan to define how the district, at all levels, will support the implementation of RtI through systemic technical assistance and professional development.

Action 1: Form a District Leadership Team.

Action 2: Identify the roles that District/Central Administration will play in implementing RtI.

Action 3: Develop and complete a district-level needs assessment.

Action 4: Discuss and make decisions about the necessary components of RtI across universal, strategic and intensive instruction.

Action 5: Review and discuss the current performance of students in relation to universal, strategic and intensive instruction.

Action 6: Identify an evaluation plan and data collection system.

Action 7: Develop an action plan to guide the implementation of RtI.

Component 3: District Level Implementation

Action 1: Develop a multi-year (at least 3-5 year) action plan to address implementation.

Action 2: Implement the RtI professional development plan.

Action 3: Implement the evaluation and data analysis plan for RtI implementation.

Action 4: Maintain the implementation of RtI.

DCPS Differentiated Accountability Plan (DA)

DA schools are required to comply with the state DA model. The major components of this model include Leadership, School Improvement Planning, Professional Development, Educator Quality, Curriculum Aligned and Paced, and the Continuous Improvement Model. Each DA school is assigned a category on the following chart.

Roles and Responsibilities

District, school, and Florida Department of Education (FDOE) roles and responsibilities vary depending upon the category in which a school falls. Higher performing Title I SINs (Category I) will have greater leverage in determining interventions and strategies with varying levels of district intervention. For Category II schools, interventions are directed by the district and the FDOE. All interventions are directed by the FDOE for Intervene schools.

The roles and responsibilities of schools, districts, and the FDOE are illustrated below:

Prevent I	
School	The school directs intervention.
District	The district provides assistance.
State	The state reviews progress (monitors/reports).
Correct I	
School	The school complies with district-determined measures.
District	The district directs intervention and provides assistance.
State	The state reviews progress (monitors/reports).
Prevent II	
School	The school complies with district-determined measures.
District	The district directs intervention and provides planning and assistance.
State	The state provides assistance, monitors, and reports.
Correct II	
School	The school complies with district-directed interventions.
District	The district complies with state-directed interventions.
State	The state directs intervention through the district, monitors, and reports.
Intervene	
School	The school complies with district-directed interventions.
District	The district complies with state-directed interventions.
State	The state directs intervention through the district, monitors, and reports.

III. District Professional Development Evaluation Data

FL DOE Professional Development System Evaluation Protocol

The FL DOE team conducted two site visits in Duval County Public Schools, in April, 2006 and November, 2008. The results indicated that the highest scores were at the district level with scores of 4 (excellent) in all areas except in the strand of evaluation with two scores of 3 (good) in expenditures and student gains. There was a discrepancy in the average scores across the district, especially with the middle schools. The areas identified with less than 2.0 (needs improvement) were in the area of evaluation, which include expenditures at the school level and action research at the faculty level. (See Appendix F)

Learning Forward Standards Assessment Inventory (SAI2)

The Standards Assessment Inventory² (SAI2) is a 50-item electronic survey of the NSDC standards for professional development. The purpose of SAI is to assess the teachers' perceptions of the current status of professional development at the school level and determine areas of strengths and specific standards to focus on as part of the SIP process. The three standards identified as needing the most improvement in the 2008-2010 administrations of the SAI included: Learning Communities, Evaluation, and Learning. (See Appendix G).

Quality Assurance Review Team

In October 2008, a review team visited Duval County Public Schools with the purpose of: 1) evaluating the school district's adherence to the AdvancED quality standards, 2) assessing the efficacy of the district's improvement process and methods for quality assurance, 3) identifying commendations and recommendations to improve the district and its schools, and 4) making an accreditation recommendation for review by the national AdvancED Accreditation Commission.

The Quality Assurance Review Team made five recommendations:

1. Engage in a causal analysis to gain deeper insight into the achievement gap so that equity can be attained.
2. Create coherence and completeness to the assessment system so it effectively informs and guides teaching and learning.
3. Evaluate current programs and initiatives to identify what works and develop procedures to ensure they are matched or aligned with needs, being implemented properly, and set up for sustainability.
4. Examine the district's communication system in order to learn how to successfully message and recall [*reach*] all stakeholders.
5. Devise and implement system-wide procedures to ensure collaborative horizontal planning and vertical articulation. (See Appendix H)

Community Training and Assistance Center (CTAC) Focus on Literacy: Professional Development Audit

In the spring of 2007, the Schultz Center for Teaching and Learning, an independent, nonprofit organization, commissioned the Community Training and Assistance Center (CTAC) to conduct an audit of the effectiveness of professional development services offered to educators in Duval County Public Schools.

The key findings focused on impact on student achievement, teacher and principal perspectives, impact on classroom practices, and professional development allocations and expenditures (See Appendix I).

CTAC found a statistically significant relationship between teacher professional development hours in literacy courses and student growth in reading on the FCAT, which shows the investment of DCPS and the community in the Schultz Center core literacy program for teachers is yielding positive results.

The following recommendations were offered for consideration of Schultz Center and district leaders:

Leadership and Administration

1. Reinforce and support the district requirement that teachers participate in literacy professional development.
2. Ensure the leadership capacity and support of principals to sustain essential professional development in their buildings.
3. Develop a management and accountability system for school and district coaches.
4. Differentiate literacy professional development in order to address specific needs and individual schools and recurring literacy issues that cut across multiple school sites.
5. Identify, train, and provide a cadre of qualified substitute teachers for the district's high needs schools.

Content of Literacy Professional Development

6. Broaden the subject matter knowledge and subject-related pedagogy for literacy teachers.
7. Convene the Schultz Center and the District's Curriculum and Instruction units to examine the overall use of oral language in the classrooms.
8. Strengthen the unit and lesson development components of the literacy professional development.
9. Build a parent component into literacy instruction.

Fiscal and Program Accountability

10. Develop an inter-organizational database and mechanism for tracking and evaluating the impact of professional development and programs.
11. Create a web-based pathway for the reporting of school site professional development programs, funds and expenditures.

12. Increase the teacher voice in the formal evaluation and improvement of literacy professional development.
13. Develop a reporting mechanism so that the operations department receives structured updates with accurate professional development services and cost information from subcontractors.

Professional Development Audit website: <http://www.ctacusa.com/PDFs/Rpt-FocusOnLiteracy-2008.pdf>

Program Evaluations - Evaluation Briefs are in Appendix J and on the DCPS PD website.

- Principal Academy Evaluation (September 2012)
[Principal Academy Evaluation Brief](#) (PDF)
- ESOL Endorsement Program Evaluation (2009 - 2011)
[Evaluation Brief](#) (PDF) [Executive Summary](#) (PDF)
- Reading Endorsement (September 2011)
[Evaluation Brief](#) (PDF) [Executive Summary](#) (PDF)
- Teacher Induction Program Evaluation (April 2011)
[Evaluation Brief](#) (PDF) [Executive Summary](#) (PDF)
- Continuous Learning Cycles: Evaluating lesson study efforts at the elementary school level (September 2010)
[Evaluation Brief](#) (PDF) [Executive Summary](#) (PDF)
- Collaborative Unit Planning with Lesson Study (August 2010)
[Evaluation Brief](#) (PDF) [Executive Summary](#) (PDF)
- Continuous Learning Cycle Program Evaluation (September 2009)
[Evaluation Brief](#) (PDF) [Executive Summary](#) (PDF)
- The Outcomes Research Project and Standards-Based Literacy Impact Analysis (October 2008)
[Evaluation Brief](#) (PDF) [Executive Summary](#) (PDF)
- School Instructional Coaches and the Coaching Academy (August 2008)

Evaluation of Professional Development for 2012-2013

- A Synthesis of Successful Teaching and Leadership Practices in Urban Settings

Evaluation of Professional Development for 2011-2012

- Teach for America
- Reading Endorsement
- Principal Academy Evaluation
- ESOL Endorsement Program Evaluation

Evaluation of Professional Development for 2010-2011

- Collaborative Unit Planning with Lesson Study
- Continuous Learning Cycle/Lesson Study
- Teacher Induction Program
- Reading Endorsement

- Teach for America
- Gizmos: Can They Improve Student Learning in Math and Science?
- Florida ESOL Learning E-Learning Network Grant Evaluation
- Continuous Learning Cycle Program Evaluation

Evaluation of Professional Development for 2009-2010

- Continuous Learning Cycle/Lesson Study
- Outcomes Research Project
- Phase I Data Collection Project for the Northeast Florida Career & Professional Academy Training Council

Evaluation of Professional Development for 2008-2009

- Continuous Learning Cycle – Schultz Plus Schools (Transfer of Learning)
- Evaluating Book Study (Reflective Practice)
- Cadre Mentoring Program – Tier II
- Math Impact Analysis
- *Lead 360° Development and Validation*
- Development of the 6R's Model for Designing and Evaluating Professional Development
- Schultz Center Research and Evaluation Data Mart User's Guide
- Northeast Regional Career Academies Project
- School Instructional Coaching Effectiveness
- Regan Computer Confidence Survey
- Fast ForWord Longitudinal Impact Study

Evaluation of Professional Development in 2007-2008

- Continuous Learning Cycle
- DCPS Cadre Mentoring Program
- Impact of Revised Standards-Based Mathematics Courses (2006-07 and 2007-08)
- School Instructional Coaches and The Coaching Academy
- The Outcomes Research Project and Standards-Based Literacy Impact Analysis (Year IV 2007-08)

2008 Professional Development Report to the Florida House of Representatives

Florida Professional Development System Evaluation Protocol:

- Includes a set of 66 standards reflecting legal requirements and research-based professional development practices
- Requires site visits to school districts using teams of trained experts in professional development
- Establishes methods for DOE to identify best practices when data indicates progress, or to investigate the causes of a lack of progress

- Provides for technical assistance to school districts for improving their professional development systems

Major Findings:

- Professional Development Systems have improved under the Protocol System
 - School districts have enhanced the linkage between professional development and student achievement, including increased up-front planning of teacher needs based on student achievement data
 - School districts have improved their efforts in collecting the types of data necessary to plan for professional development needs
 - School districts have moved away from “spray and pray” or “sit and get” approaches and have narrowed the range of inservice offerings to focus resources and emphasis on required content and areas in which teachers need the most assistance
 - School districts have begun to calculate return on investment for planning how to allocate limited professional development resources
- Teacher Professional Development Systems vary by school district
- District-level coordination of Professional Development Systems has increased
- Use of Individual Professional Development Plans varied by district
- School districts have made some progress in follow-up to ensure classroom transfer
- Progress in evaluation of Professional Development varies significantly by district
- Rural school districts face challenges in evaluating inservice needs
- Teachers are allocated limited work time for job-embedded Professional Development
- Protocol System needs increased emphasis on new instructional strategies

Finally, the findings of this report reflect that school districts have made significant progress under Florida’s Protocol System and have made great improvements since Dr. Bruce Joyce’s 1997 study of Professional Development in Florida.

IV. DCPS Professional Development Framework

Figure 3. DCPS Professional Development Framework

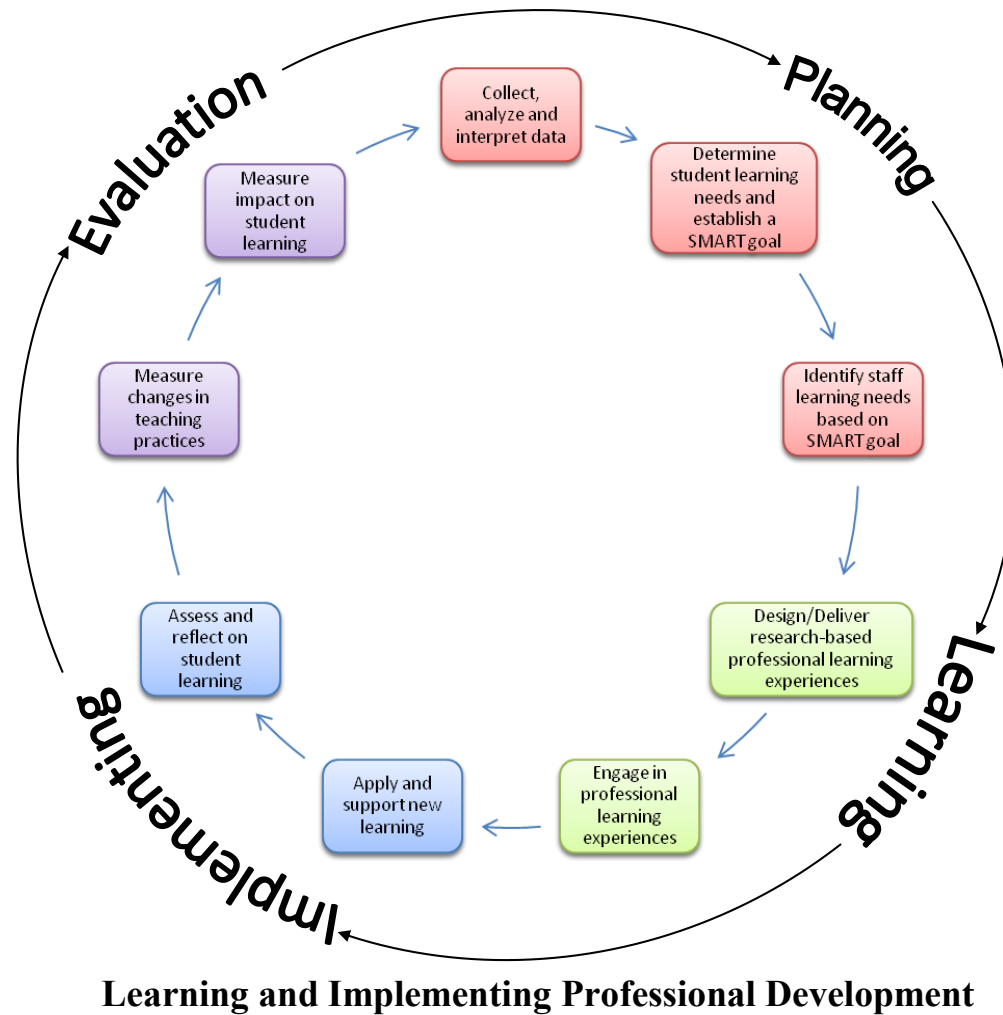


Table 2. Samples of Learning and Implementing at Multi-Levels

	District Level	School Level	Faculty Level
Learning	<ul style="list-style-type: none"> • Leadership Institute • Academies • Book study • Content specific professional learning • Community & university partnerships • Online courses • External providers • Action research 	<ul style="list-style-type: none"> • Continuous Learning Cycle (CLC) • Professional Learning Communities (PLC) • Online courses • Smaller Learning Communities (SLC) • SIP/PDP • Book Study • External provider • Lesson study • Action research 	<ul style="list-style-type: none"> • Continuous Learning Cycle (CLC)/ Professional Learning Communities (PLC)/ Smaller Learning Communities (SLC) • Book study • Online courses • Peer observation • University coursework • Conferences • Action research
Implementing	<ul style="list-style-type: none"> • Site visits • Online tools • Surveys • Coaching • Snapshots • Mentoring 	<ul style="list-style-type: none"> • Online • Surveys • Walkthroughs • Classroom observations • Mentoring • Looking at Student Work (LASW) 	<ul style="list-style-type: none"> • Looking at Student Work (LASW) • Mentoring • Coaching • Online • Peer observations • Collegial conferencing (conversations)

V. Implementation of Professional Development

District Professional Development

Planning

In order to plan for a comprehensive, coherent professional development program, it is essential to collect multiple sources of data to identify district, school and faculty (individual) professional development needs. Planning begins with needs assessment at the district, school and faculty (individual) levels.

District Strategic Plan

The district strategic plan identifies goals with measurable objectives to monitor progress toward those goals. The results of the objectives will be monitored to determine what adjustments should be made to meet the goals.

School Improvement Plans

The School Improvement Plan is developed and implemented in alignment with state and federal requirements. Each school annually examines student achievement data to identify the needs of students. The school determines primary content area focus which is utilized to develop the Professional Development Plan.

School Professional Development Plan

Each school has a plan for implementing effective instructional practices to impact student achievement.

- The school has a professional development plan that is developed from the School Improvement Plan (SIP). The goals of the plan align with the district goals and identify adult and student needs.
- Individuals participate in professional development at the district and school levels that align with identified needs.

Sample School Professional Development Plans are available to school administrators via Blackboard (www.schultzcenter.org).

Individual Professional Development Plans (IPDPs)

Teachers create IPDPs based on classroom-level disaggregated student achievement and behavioral data related to content-area skills, school initiatives, and School Improvement Plan, certification needs, and school and team goals to identify individual professional learning goals with primary emphasis on student learning needs. Teachers and principals continually analyze student data and teacher performance to monitor effectiveness of the IPDPs. The school-based professional development team uses the identified teacher needs to develop differentiated professional learning experiences. Sample IPDPs are available to school administrators via Blackboard (www.schultzcenter.org).

Leadership Professional Development Plans (LPDPs)

School administrators create and implement LPDPs that are based on school and classroom disaggregated student achievement data and the needs of subgroups of students

not making AYP, and contain clearly defined professional learning goals that specify measurable improvement in student performance, improvements in teacher effectiveness, changes in administrator practices resulting from professional learning, and an evaluation plan that determines the effectiveness of the LPDP.

Learning

All professional learning activities delivered at the district level shall focus on teacher effectiveness and student achievement. The following categories shall be addressed in the activities: assessments, data analysis, differentiated strategies, RtI, Next Generation Sunshine State Standards, content knowledge and pedagogy, research-based teaching practices, integration of technology, classroom management, school safety, and family involvement.

The professional learning activities must meet the following criteria:

- Link to federal, state, district, local and/or school improvement goals
- Target the knowledge, skills, dispositions and behaviors of instructional personnel as related to the professional development categories identified above
- Link to specific, measurable objectives related to instructional practice and student achievement
- Use activities appropriate to the intended goal, applying knowledge of adult learning and change. The activities model effective professional learning design with demonstration, practice and feedback, followed by ongoing support (e.g., coaching, study groups, teaming)
- Provide differentiated professional learning and support that is sustained over time until the skills become part of teaching repertoire
- Provide for the evaluation of teacher effectiveness and impact on student achievement

Implementing

It is important to ensure knowledge and skills learned by teachers are transferred to the classrooms. Monitoring, data collection, support, and additional professional development are provided, such as:

- Coaching and mentoring
- Content specialist support
- Administrative oversight
- Web-based resources

Evaluation

According to Florida Statue 1012.98, the district provides evaluation of the quality and effectiveness of professional development programs. Quantitative and qualitative data are collected on all three levels (district, school, faculty/educator). Additionally, the district monitors professional development activities to ensure they are aligned with the Florida Professional Development Evaluation Protocol and NSDC standards for professional development.

In order to ensure continuous improvement, the district encourages formative and summative evaluation, both at the district and school levels using Guskey's five levels of evaluation (2000). The evaluation process begins with collecting data on participants' reactions (Level 1) to their professional development through student learning outcomes (Level 5).

Five Levels of Evaluating Professional Development (Guskey)

- **Level 1** is a gauge of participants' reactions, such as: Did teachers think their time was well spent? Were the activities meaningful? Were the activities useful in practice?
- **Level 2** is an assessment of participants' learning. It measures the knowledge and skills of the participants.
- **Level 3** is an assessment over time to determine the organization support and change, such as: Was individual change encouraged and supported? Was there administrative support? Were sufficient resources available, including time for sharing and reflection?
- **Level 4** is an assessment of participants' use of new knowledge and skills. This assessment requires indicators for both the degree and quality of use.
- **Level 5** measures student learning outcomes. This is meant to link the result of professional development contributing to changes in teaching practices to impact student learning.

Table 3. Evaluating Professional Development (Five Levels)

Level 1 Participants' Reactions	Level 2 Participants' Learning	Level 3 Organization Support and Change	Level 4 Participants' Use of New Knowledge and Skills	Level 5 Student Learning Outcomes
To measure reactions to delivery	To measure gains in knowledge and skills	To measure organization support and change	To measure changes in teaching practices	To measure impact of professional development on student achievement
<p>Know background of audience</p> <p>Identify short-term impact</p> <p>Gather info on “who came” – meets their needs</p> <p>Take evaluations during PD</p> <p>Identify and meet PD objectives (course)</p>	<p>Teachers are informed their learning will be measured by:</p> <ul style="list-style-type: none"> • Self-rating • Surveys • Identification of next steps • Observations • Pre/post tests 	<p>Provide resources (expertise, materials, etc.)</p> <p>Provide verbal encouragements</p> <p>Set explicit organizational policy</p> <p>Reflect on application</p> <p>Evaluate level of implementation</p>	<p>Identify key indicators</p> <p>Questions to ask:</p> <ul style="list-style-type: none"> • Where do you find answers? • Did you get expected results? • Teacher feedback • Student work • Student survey 	<p>Evaluation begins with 3 questions:</p> <ul style="list-style-type: none"> • What are criteria for success of program? • What is the evidence? • How often should evaluation occur? <p>A specific list of indicators for student performance and successful implementation is needed.</p> <p>Impact should focus on: enhancing proficiency and improved academic knowledge, student engagement, changing students' beliefs and attitudes</p> <p>Feedback shows not only what is done well, but also what can be improved.</p> <p>Getting the information</p> <ul style="list-style-type: none"> • Common assessments collaboratively planned • Student portfolios • Student surveys to determine perceived competence

Source: Guskey, T. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

School Professional Learning

School Professional Development Plans are created from the School Improvement Plan, which includes planning, delivery/learning, follow-up/implementing and evaluation. Each school shall establish a protocol for monitoring and adjusting the plan to meet school needs. Schools will ensure all educators receive the professional development support needed for mastery of skills and knowledge to ensure student success.

Planning

- Analyze data, such as Florida’s Comprehensive Assessment Test (FCAT), Benchmarks, FAIR, PMAs, Developmental Reading Assessment (DRA) scores, surveys, observations, prior professional development, student incident reports, Standards Assessment Inventory (SAI) reports, etc.
- Identify priorities for student learning gains.

Learning

An effective professional development design has five components necessary for skill acquisition and use (Joyce and Showers, 2002).

1. Theory – presentation of theory or rationale defines the importance and use of the skill
2. Demonstration – modeling of a skill or video viewing the skill in practice
3. Practice – opportunities to practice the skill under the direction of the trainer and then over time in the classroom
4. Feedback – timely and constructive feedback on learners’ practice to assist the learners in know how well they are doing and what needs further refinement (i.e., feedback on effectiveness of implementation given by coach)
5. Peer Coaching or Collegial Support – ongoing support for transfer of new practices to impact student learning

The following chart identifies the percent of gain per knowledge, skills and implementation based on the components of an effective professional development model.

Table 4. Professional Development Components and Attainment of Outcomes

Components of Professional Development Model	Knowledge (thorough)	Skill (strong)	Transfer (executive implementation)
Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice/Feedback	60%	60%	5%
Peer Coaching/ Collegial Support	95%	95%	95%

Source: Joyce, B. & Showers, B. (2002). *Student achievement through staff development*, 3rd ed. Alexandria, VA: ASCD, p. 78.

Other methods of professional learning include:

- Examine student data/work
- Classroom observations with feedback
- Collaborative planning/Professional Learning Communities (PLCs)
- Book study
- Lesson Study/Continuous Learning Cycle
- Mentoring (be a mentor/be mentored)
- Journaling
- Self-assessment (formal/informal)
- Internet research/professional reading
- Action research (i.e., examine own practice using techniques)

Time recommendations for professional learning

- NSDC recommends daily professional learning
- NSDC's new definition of professional development suggests at least **3 hours per week** for professional learning (See Appendix B)

Implementation

The plan includes systems to ensure teachers receive ongoing support and access to resources necessary to implement their new learning. The plan identifies how teachers are expected to implement teaching practices based on new knowledge and skills gained through professional learning.

Some follow-up strategies:

- Peer observations and dialogue
- Feedback from coach/administrator
- Self-assessment/reflection
- Observations by content-area specialists with feedback/dialogue
- Analysis of student work

Expectations for implementation are clearly defined for teachers as an integral part of the professional learning.

Evaluation

Evaluation of professional learning must include measuring changes in teaching practices and impact on student learning. Changes in teaching practices may be measured by classroom observations, Look Fors, rubrics, expectation checklists, etc.

Impact on student learning is measured through informal and formal assessments.

Figure 4. School Professional Development Plan

School Professional Development Plans should include all four components: planning, learning, implementation and evaluation.

District Goal: (refer to Strategic Plan)					
School-wide Professional Development Focus: SMART Objective (Student Achievement):					
Teacher Implementation Objective:					
PLANNING		LEARNING AND IMPLEMENTING		EVALUATION	
Needs Assessment Based on Data	Resources	Professional Development Activities		Teacher Learning Outcomes (Knowledge/Skills)	Teacher Practice Outcomes (Behaviors)
		<u>Focus</u> (Content/Topic)	<u>Format/Type</u>		

Figure 5. Sample School Professional Development Plan – DCPS Middle School Reading

District Goal: Increase academic achievement for all students.					

Objective 1.A: By 2012, the percentage of students who are proficient as defined by FCAT will increase for Reading and the performance gap between subgroups of students as defined by NCLB will be reduced.

School-wide Professional Development Focus: SMART Objective (Student Achievement): By 2010, 75% of all students in grades 6 – 8 will score 3 or above on the FCAT Reading (main idea, plot and purpose).

Teacher Implementation Objective: All teachers will teach and monitor progress of students learning reading skills and strategies (main idea, plot, purpose) through regular application with different genres.

PLANNING		LEARNING AND IMPLEMENTING		EVALUATION		
Needs Assessment Based on Data	Resources	Professional Development Activities		Teacher Learning Outcomes (Knowledge/Skills)	Teacher Practice Outcomes (Behaviors)	Student Learning Outcomes
<p>Increase students' knowledge and skills for details/facts, main idea/essential message and author's purpose</p> <p>Decrease the number of special education and ESL students scoring below 3 on FCAT Reading</p> <p>Increase the number of students making AYP in subgroups</p> <p>Design evaluation prior to implementing professional development (SAI #3)</p> <p>Offer teachers multiple learning options (SAI #53)</p>	<p>Ongoing collaboration planning</p> <p>Reading materials (e.g., leveled books, nonfiction)</p> <p>Instructional coach</p> <p>Literacy coach</p> <p>ESL strategies that work</p> <p>Web-based resources</p> <p>Surveys, reflections, observations, self-assessments</p>	<p><u>Focus</u> (Content/Topic)</p> <p>Examine content focus and alignment of assessments with L.A. benchmarks</p> <p>Learn and apply reading skills and strategies (main idea, plot, purpose)</p> <p>Analysis of instructional practices in relation to student outcomes through formative assessments</p>	<p><u>Format/Type</u></p> <p>CLC (Lesson Study) (SAI #29, 34)</p> <p>Grade level/content area PLCs/study groups with follow-up in grade level/vertical teams (SAI #16, 34)</p> <p>Action Research (Inquiry based study regarding a project of interest)</p> <p>Structured Coaching/Mentoring (SAI #16 ,34)</p>	<p>Teachers identify and use reading skills and strategies at every thinking level (i.e., Bloom's taxonomy/Webb's Depth of Knowledge)</p> <p>Teachers identify and use reading skills and strategies associated with different genres.</p> <p>Teachers understand and plan using differentiated instructional strategies to meet the needs of diverse learners.</p> <p>Teachers develop knowledge for the effective integration technology as a tool for differentiating instruction.</p>	<p>Teachers use strategies at every thinking level (i.e., Bloom's and Webb's)</p> <p>Teachers explicitly teach reading skills and strategies associated with different genres</p> <p>Teachers plan and implement differentiated instruction</p> <p>Teachers consistently model, provide opportunities for guided practice and expect independent practice of reading skills and strategies</p>	<p>Students demonstrate independent practice of reading skills and strategies as they work on their own (measured by formative assessments, walkthroughs, rubrics).</p> <p>Students develop the knowledge and skills to be able to determine the main idea/essential message in a text and identify relevant details and facts and patterns of organization as measured FCAT Reading.</p>

VI. Policy and Budget

Duval County Public Schools

Policy

The DCPS School Board policy governing professional development includes:

- Professional Development and Standards for Certified Personnel 2.20
- Support Staff Career Development for Non Certified Personnel 2.21
- Staff Training 6.35
- Early Dismissal

CHAPTER 2.00 SCHOOL BOARD GOVERNANCE AND ORGANIZATION

PROFESSIONAL DEVELOPMENT AND STANDARDS FOR CERTIFICATED PERSONNEL 2.20

Overview

The Duval County School District is committed to ensuring that all certificated personnel have the relevant knowledge, skills and expertise to perform their work with consistently high standards to increase student achievement. The District recognizes that professional development is fundamental to ensure the quality of learning for students. As with all work of the Duval County School District, professional development will align with the Core Beliefs and Commitments as well as the Duval County Public Schools (DCPS) Strategic Plan, and the DCPS Five Year Comprehensive Development Plan.

This policy is to establish the vision of how the professional development standards developed by Learning Forward (formerly the National Staff Development Council, (NSDC) will drive and support instruction. Professional development will be aligned with curriculum and performance standards, and with student learning needs.

The District supports a culture of lifelong learning that encourages educators to take ownership for their own professional learning. Individual Professional Development Plans (F.S. 1012.98) Leadership Individual Professional Development Plans will assist educators to indentifying individual professional learning goals, with primary emphasis on student learning needs.

All District Professional Development will be high quality and will meet or exceed the professional development standards set forth by Learning Forward, the Florida Department of Education Professional Development System Evaluation Protocols, and the School and Community Professional Development Act (F.S. 1012.98). All master inservice points will be issued upon successful completion of requirements that have been established by the facilitator/instructor in alignment with the School Board and Florida Department of Education approved components in the DCPS Master Inservice Plan.

The District will use the following standards from Learning Forward to guide the

planning, learning, implementation, and evaluation of professional learning for educators. The Superintendent will establish comprehensive evaluations of professional development to ensure quality, access, and effectiveness.

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

ANNUAL REVIEW DATE

This policy will be reviewed annually in July.

STATUTORY AUTHORITY: Section 1012.98, F.S.

LAWS IMPLEMENTED: Sections 1012.98, 1001.41, F.S.

ADOPTED: August 1, 2006

REVISED: December 13, 2011

FORMERLY: BJC

SUPPORT STAFF CAREER DEVELOPMENT

INSERVICE TRAINING FOR NON-CERTIFICATED PERSONNEL 2.21

The Duval County School Board believes the impact of professional development on non-certificated personnel is paramount to improving the work environment of the public school district. Non-certificated personnel are the backbone of the district. They are the staff members who provide the workforce to complete the work processes. The more training they receive, the better the performance of their work will be and the more successful the district will become.

The District supports the concept of lifelong learning supported by a culture that

encourages employees to take ownership of their own professional development. Each employee will be required to have an Individual Professional Development Plan. As with all work of the Duval County School District, professional development training will incorporate the Core Beliefs and Commitments as well as the Aligned Theory of Action as guiding principles.

The scope of non-certificated personnel range across several bargaining units and numerous job codes. The training needs vary widely within these units. Therefore a Professional Development Advisory Council shall exist for the purpose of customizing training to fit the needs of individual units. Membership will be representative of the district departments.

Curriculum will be designed to embrace the NSDC Standards for Quality Staff Development and follow the Department of Education Protocol for Standards of Professional Development. The training design will support adult learning principles and be delivered with small group activities that are relevant to adult learners.

(1) A Comprehensive Non-certificated Personnel Professional Development Plan shall be designed and developed by Duval County Public Schools' Professional Development Department based on the results of needs assessments and the Duval County Departmental findings. The components for this Comprehensive Non-certificated Professional Development Plan must be a part of the Duval County School Board adopted Master In-service Plan document for Duval County Public Schools. The delivery methods for activities:

(a) may be delivered via distance learning, broadcast and satellite, online courses, individualized computer-based delivery systems, face-to-face: seminars, workshops, action research, special projects; and,

(b) shall not duplicate courses which are offered routinely in district by various institutions of higher education.

(2) The Paraprofessional Career Development Program, which is administered by the Professional Development Department, shall consider in-service points when determining eligibility for column advancement for increase in pay. All other bargaining units' members do not have designated funds available for increase in pay upon completion of in-service training; however, participants can learn and/or enhance their skills and may be considered for future job promotions.

(3) Frontline Leadership Training Needs: This program recognizes the non-certificated frontline leaders who have been selected and highly recommended by the supervisors to participate in the ALL STAR program. "The A.L.L. S.T.A.R. Program" (Attitude of service, Lead through change, Listen to understand and Synergy in teamwork, Technology to improve performance, Appreciation of diversity, Relationships-building relationships is what leadership is all about). The program builds more responsible behaviors by teaching people to think of themselves as a "company within a company," serving customers both inside and outside the organization. All successful ALL STAR participants will become trainers for non-certificated personnel.

STATUTORY AUTHORITY: Section 1012.985 (3) (b) Florida Statutes

LAW IMPLEMENTED: Section 1012.98 (b) (4) Florida Statutes

ADOPTED: December 5, 2006

FORMERLY: BJCA

STAFF TRAINING 6.35

All employees shall be provided opportunities for professional growth and development through participation in staff development activities. I. Professional Education Competence The School Board shall adopt a Professional Education Competence Program as described by Florida Statutes. The program shall be submitted to the Commissioner of Education for approval. II. Professional Development Opportunities A. Administrative and supervisory staff members are encouraged to join local, state, and national organizations and to attend professional meetings and workshops designed to promote professional development.

1. Supervisory staff shall attend state conferences and curriculum development workshops scheduled by the Florida Department of Education.
2. Administrative staff shall attend periodic in-service training workshops supported by the District.

B. The School District may pay travel expenses of administrative staff who attend any professional meetings outside the District provided a travel request is submitted in advance and approved by the supervisor and provided funds for these expenses are budgeted. III. Instructional Professional Development A. Special inservice credit activities may be developed by the District to meet special needs such as satisfying certification requirements, strengthening an area of professional competence, providing special training for a select group of personnel, or acquainting instructional personnel with a new subject content or technique to be integrated within the instructional program. These activities may be delivered through seminars, workshops, institutes, practicums, or special courses; and, B. In-service programs shall be considered as a means of improving instruction and supplementing supervisory services that are available to teachers, and shall be geared to the needs of the District. C. Interschool visitations are encouraged as part of the in-service teacher education program.

IV. In-service Training for Non-instructional Personnel Various types of in-service training programs may be approved by the School District to assist non-instructional personnel in the performance of their assigned duties by improving their competencies, knowledge, and skills. After establishing programs, staff members who are involved in that particular type of work may be required to attend the training sessions.

EARLY DISMISSAL

In-Service Programs

D.3 Release Days

When release days are provided in the calendar by the Board for in-service, employees' total planning time, including pre and post-planning, shall not be materially reduced because of the implementation of the release days. The Professional Development Plan referred to in #2 above shall include plans for the professional activities for early release days (*Collective Bargaining Agreement between Duval Teachers United and Duval County Public Schools 2006-2008, p. 2*).

PROFESSIONAL DEVELOPMENT KEY POLICY IDEAS

These key ideas can provide guidance for improving both practice and policy related to professional development. Policy has the potential to advance learning opportunities for all educators.

- Professional development is only as effective as the expectations set for it.
- Professional development can be dramatically enhanced through policy. Policies provide a way to make improvements that are far-reaching, equitable, uniform, and long lasting.
- Policies must include substantive language to guarantee for teachers to receive the professional learning they need.
- Professional development is most valuable when states and local districts commit to enhance learning.
- Professional development is enhanced when state and local school districts set high expectations for educators and students, establish systems for measuring progress toward identified goals, and then provide the necessary support to educators and students to ensure their success.
- Professional learning is most effective at the school level, with educators collaborating daily to meet the needs of their students.

Recommendations for State and District Professional Development Policy

Through continuous professional learning and collaboration, educators strengthen their practice. State and local policies are important vehicles for promoting professional development.

The following recommendations can advance state and district policymaking:

1. **States and districts should conduct thorough analyses of professional development policies, collective bargaining language, and other agreements.** Such an analysis will provide states, districts, and unions the opportunity to assess whether these policies support high-quality professional learning, and provide states and districts with baseline information upon which to build a plan of action to revise policies as necessary.
2. **Adopting professional development standards, such as those developed by Learning Forward,** is an important first step, but is not sufficient to ensure high-quality learning opportunities. Standards provide common expectations for quality that strengthen professional development practices and ensure consistency and equity in professional learning for teachers.
3. **States and districts should develop research-based assessment systems for professional development programs.** Not all professional development programs are of equal quality. Educators benefit from knowing which programs are standards-based and rated highly based on

objective evaluation criteria. Program evaluation provides data necessary for making improvements and measuring impact.

4. **States and districts should provide adequate resources-- including time and funding-- to ensure that educators engage in quality professional learning.** Local and state policies are important tools to ensure professional development becomes an integral part of educators' work. Not every district is adequately equipped with the financial or human resources to implement effective professional learning, and therefore, state policy should facilitate cross-district collaboration and support. In addition, districts should explore how to restructure school days and tap the expertise of teachers within the district as resources for improving schools.

5. **States and districts should implement specialized learning opportunities for principals and teacher-leaders that support facilitation and integration of high-quality professional development.** When professional development moves closer to the classroom and becomes more the responsibility of schools rather than districts, it ensures alignment with student and teacher learning need. However, it also requires more facilitators located at schools to coordinate ongoing, collaborative, school-based professional learning experiences. These facilitators can be both teacher leaders and school administrators. Teacher leaders in these roles will have achieved excellence in their own practice and have received specialized professional development to support the learning of their colleagues.

Recommendations for Schools Districts

These recommendations identify possible actions for various stakeholders who are impacted by district policies.

- Assess the quality of professional development currently available.
- Consider new policies that support the new definition of high-quality professional development.
- Identify areas for local policy development or revision.
- Examine the importance of high-quality professional development and the role school board policy can play in supporting it.
- Examine ways to garner additional resources and support for professional development.
- Recognize exemplary professional development programs in schools.
- Initiate a local dialogue on how to ensure every teacher engages in effective professional learning.
- Advocate for increased funding and support for professional development at the state and district levels.

Source: Advancing High-Quality Professional Learning through Collective Bargaining and State Policy: An Initial Review and Recommendations to Support Student Learning

A Joint Initiative among National Staff Development Council, National Education Association, American Federation of Teachers, Council of Chief State School Officers
(*DRAFT*)

Budget

Professional development dollars in DCPS originate from multiple sources – federal, state, and local funds and from various grants. DCPS allocates approximately 2% of the district's total operational budget each year for professional development (6400).

Funding sources for professional development include the following:

- Title I – Professional Development to schools identified as Title schools
- Title II – Professional Development to instructional personnel to become Highly Qualified
- Title III – ESOL – Support for English Speakers of Other Languages
- Title V – Supports Title II in helping teachers become highly qualified
- SAI – Supplemental Academic Initiatives – support for various professional development initiatives
- ESE – professional development focused on best practices for teachers of students eligible for Exceptional Education and IDEA Compliance
- Grant Funding – competitive grant funding varies yearly, both in type and amount

DCPS Professional Development Programs

- K-12 Literacy
- K-12 Mathematics
- K-12 Reading* (Florida Reading Competencies, Intensive Reading, CRISS, REESOL)
- K-12 Science
- Teacher Induction Program* and Mentoring
- ESOL* (English Speakers of Other Languages)
- Continuous Learning Cycle/Lesson Study*
- Leadership
- Instructional Technology
- High School Professional Development (PLCs*, Advanced Placement, First Coast Scholars)
- Middle School Professional Development (PLCs*)
- Coaching Academy
- Diversity
- Non-certified employees
- Social Studies
- Safe and Healthy Schools (Bullying*)
- Music
- Visual Arts
- Guidance/Student Services
- World Languages
- Exceptional Student Education
- Alternative Education

*State Mandated

Course descriptions are available in Appendix N.

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Appendix A

Learning Forward Standards for Professional Learning

The District will use the following standards from Learning Forward to guide the planning, learning, implementation, and evaluation of professional learning for educators. The Superintendent will establish comprehensive evaluations of professional development to ensure quality, access, and effectiveness.

Learning Communities: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous

improvement, collective responsibility, and goal alignment.

Leadership: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Appendix B

Learning Forward Definition of Professional Development

34) PROFESSIONAL DEVELOPMENT— The term “professional development” means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement --

(A) Professional development fosters collective responsibility for improved student performance and must be comprised of professional learning that:

(1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;

(2) is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;

(3) primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a continuous cycle of improvement that —

(i) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;

(ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;

(iii) achieves the educator learning goals identified in subsection (A)(3)(ii) by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;

(iv) provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;

(v) regularly assesses the effectiveness of the professional development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;

(vi) informs ongoing improvements in teaching and student learning; and

(vii) that may be supported by external assistance.

(B) The process outlined in (A) may be supported by activities such as courses, workshops, institutes, networks, and conferences that:

(1) must address the learning goals and objectives established for professional development by educators at the school level;

(2) advance the ongoing school-based professional development; and

(3) are provided by for-profit and nonprofit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.

Appendix C

Alignment of Professional Development in Florida

High Quality Professional Development Activities are Defined in NCLB	Florida Professional Development System Evaluation Protocol	National Staff Development Standards
Sustained, intensive and classroom-focused	1.2.3 Sustained training 1.2.5 Time and resources	Quality Teaching (content)
Having lasting and positive impact on classroom instruction	1.4.2 Student changes 1.3.1 Transfer to students 1.3.2 Coaching and mentoring	Data Driven (process)
Not “one-day or short-term workshops or conferences”	1.2.3 Sustained training	Design (process)
Designed to improve and increase teachers’ knowledge of the academic subjects the teachers teach	1.2.1 Relevance Individual Professional Development Plan (IDPD)	Quality Teaching (content) Learning (process)
An integral part of the school-wide and	1.1.1 Individual needs assessment	Learning Communities

district-wide educational improvement plans	1.1.2 Administrator review of IPDP 1.1.3 Priority of needs	(context) Leadership (context) Learning (process)
Designed to increase the knowledge and skills needed to teach students challenging academic standards-based content	1.1.5 Content 1.1.4 IPDP	Quality Teaching (content)
Designed to improve classroom management skills	1.1.5 Content	Quality Teaching (content)
Developed with extensive participation of teachers, principals, parents and administrators	1.1.5 Individual needs assessment 2.1.1 School needs assessment	Evaluation (process)
Regularly evaluated for impact on teacher effectiveness and student achievement	2.1.2 Reviewing IPDPs 2.1.3 Reviewing annual performance appraisal data 1.4.3 Evaluation methods 1.4.4 Action research 1.4.5 Use of results	Evaluation (process) Leadership (context)
Using evaluation results to improve the quality of professional development	2.1.5 Generating a school-wide professional development system	Evaluation (process)
Designed to include instruction in data analysis to inform and instruct classroom practice	1.1.5 Content	Data Driven (process)
Providing follow-up training to teachers to ensure classroom implementation of knowledge and skills gained in professional development activities	1.3.1 Transfer to students 1.3.2 Coaching and mentoring 1.3.3 Web-based resources and assistance	Collaboration (process) Learning Communities (context) Resources (context)
Including instruction in ways that schools can effectively work with parents	1.1.5 Family involvement (content)	Family Involvement (content)
Providing instruction for students with special needs	1.1.5 Content	Equity (content)
Scientifically research-based	3.1.2 District Professional Development Systems research-evidenced based	Research-based (process)

Source: Florida Department of Education Bureau of Educator Recruitment, Development and Retention

Appendix D

Florida's Differentiated Accountability Plan

The U.S. Department of Education selected Florida to participate in the "Differentiated Accountability Pilot" initiative in 2008. Through Differentiated Accountability, or DA, the state is allowed greater flexibility in providing the needed technical assistance and interventions to the schools with greatest need. Florida's DA plan streamlines the federal and state accountability systems and directs increasing school wide interventions and school and district accountability based on the school's annual goals and school grade.

This program allows the Florida Department of Education (FLDOE) to operate a tiered approach to working directly with schools to increase student achievement. The support and assistance provided to each school is individualized depending on the needs of that school. Through DA, schools fall into a matrix of categories based on the level of the school's achievement. The lowest performing schools receive the most support, and under DA, these schools are required to implement the most robust interventions that will help lead to successful school improvement. In order to provide direct support to schools, Florida has also created a regional system of support.

The DA system has been revised for the 2012-13 school year. These changes include:

- Eliminating AYP as a penalty while maintaining a focus on subgroup performance through Annual Measurable Objectives (AMOs).
- Enhancing “Entrance” and “Exit” criteria for “Priority/Intervene” schools.
- Eliminating the existing DA matrix and creating a classification system for “Reward”, “Prevent”, “Focus”, and “Priority” schools.
- Honoring the complete school grade.
- Providing two years for the implementation of each turnaround option if the school is classified in the lowest category.
- Establishing a fifth “Hybrid” turnaround option which allows schools to combine several strategies for turnaround efforts.

The revised DA classifications:

- Eliminate the existing matrix of six (6) categories driven by school grade and AYP count.
- Establish new classifications, i.e., Prevent, Focus, Priority in accordance to the ESEA waiver.
- Classify schools based upon their annual school grade.
- Include AMO performance in reading and mathematics but does not use AMO as factor into the DA classification.
- Monitor subgroup performance and report subgroup performance annually.

DIFFERENTIATED ACCOUNTABILITY SCHOOL CLASSIFICATION*****PREVENT**

- Schools assigned a grade of “C” are classified in Prevent status.
- School improvement measures for Prevent schools include:
 - District directs school interventions
 - School and Local Education Agency (LEA) develop and monitor the School Improvement Plan (SIP)
 - School implements the required interventions outlined in the Strategies and Support Document
 - District monitors progress and supports the school through prioritized funds and districts resource staff
 - Department monitors the district’s support of school

FOCUS

- Schools assigned a grade of “D” are classified in Focus status.
- School improvement measures for Focus schools include:
 - District directs interventions as outlined in
 - School Level Strategies and Support Document
 - School Level School Compliance Checklist
 - District Level Strategies and Support Document
 - District Compliance Checklist
 - School implements the required interventions outlined in the Strategies and Support Document
 - School and LEA develop SIP to address AMO deficiencies
 - District submits District Improvement and Assistance Plan (DIAP)
 - District monitors progress and provides support
 - District and school submit quarterly updates to the SIP to the Department
 - District and school submit baseline and mid-year performance data and subsequent mid-year narrative online
 - Department provides monitoring and technical assistance through Regional Teams. Triple “D” schools will receive the same level of support as a Priority school outlined below
- After two consecutive “D” grades, district submits plan to implement District-Managed Turnaround model should the school receive a third consecutive “D” grade the following year.

PRIORITY

- Schools assigned a grade of “F” are classified in Priority status.
- Florida schools in Priority status are subject to more intensive intervention efforts required by the Department and initially managed by the district:
 - District and Department direct interventions as outlined in
 - School Level Strategies and Support Document
 - School Level School Compliance Checklist
 - District Level Strategies and Support Document
 - District Compliance Checklist
 - District and schools implement the SIP and DIAP
 - Department provides embedded support through Regional Teams
 - District and the Department monitor onsite
- District chooses one of the following approved turnaround models. Schools will have 2 years to implement:
 - Reopen as a district-managed turnaround school (transformation/turnaround)
 - Reassign students and monitor progress (closure)
 - Close and reopen as a charter school (restart)
 - Contract with a private entity to run the school (restart)
 - Hybrid Model (proposal in this flexibility request)
- During school’s first year in Priority status, the district must submit a Turnaround Option Plan outlining selected turnaround option and how it will be implemented. Submission of plan for SBE review follows timeline set by the Department.
- If a school does not exit Priority status during the first year, it must implement its approved plan.
- During the first year of its plan implementation, district must submit mid-year updates, to include:
 - Baseline and mid-year assessment data including Interim Benchmark assessments (reading, mathematics, science and writing), FAIR, or other interim assessment data that predicts to statewide assessment performance
 - Evidence of the fidelity, support, and implementation of the SIP
 - Next steps identified by the school and district to ensure continued progress
 - Evaluation of existing academic programs being implemented
- During second year* of implementation, district is required to identify new turnaround option for SBE approval should a school fail to exit Priority status.
- A school must improve its grade in order to satisfy the exit criterion.

Appendix E

2006 and 2008 FL DOE Site Visit Results: PD System Evaluation Protocol

Using the Florida Professional Development Evaluation Protocol, the FL DOE team has visited the district twice, 2006 and 2008. The Protocol was used to examine practices at the district, school, and faculty levels rating each of the 66 indicators on a 4-point rubric [1) Unacceptable, 2) Marginal, 3) Good, 4) Excellent]. The mid-point of the scale is 2.5. The rating scale 3.5 and higher are considered exemplary and ratings lower than 2.0 needs improvement.

Level: District		
Strand: Planning	2006	2008
3.1.1 District Needs Assessment	3	4
3.1.2 Generating a District-wide Professional Development System	3	4
3.1.3 Content	4	4
3.1.4 Trainers	4	4
Strand: Delivery		
3.2.1 Relevance of Professional Development	4	4
3.2.2 Learning Strategies	2	4
3.2.3 Sustained Training	4	4
3.2.4 Use of Technology	3	4
3.2.5 Time Resources	4	4
3.2.6 Dollar Resources	4	4
3.2.7 Coordinated Records	4	3
3.2.8 Leadership	4	4
3.2.9 Growing the Organization	3	4
Strand: Follow-Up		
3.3.1 Transfer to Students	4	4
3.3.2 Coaching and Mentoring	4	4
3.3.3 Web-based Resources and Assistance	2	4
3.3.4 Follow-up Coordination	4	4
Strand: Evaluation		
3.4.1 Implementing the System	4	4
3.4.2 Transfer to the Classroom	3	4
3.4.3 Student Changes	3	4
3.4.4 Evaluation Methods	3	4
3.4.5 Use of Results	3	4
3.4.6 Expenditures	2	3
3.4.7 Student Gains	3	3

Level: School		
Strand: Planning	2006	2008
2.1.1 School Needs Assessment	3.7	3.6*
2.1.2 Reviewing Professional Development Plans	2.1	3.3
2.1.3 Reviewing Annual Performance Appraisal Data	2.7	3.2*
2.1.4 Coordinating with School Improvement Plan	3.6	3.6*
2.1.5 Generating a School-wide Professional Development System	3.2	3.3*
2.1.6 Content	3.8	3.8
2.1.7 Learning Communities	2.5	3.2
Strand: Delivery		
2.2.1 Relevance of Professional Development	3.6	3.8
2.2.2 Learning Strategies	3.1	3.4*
2.2.3 Sustained Training	3.1	3.1*
2.2.4 Use of Technology	3.2	3.6*
2.2.5 Time Resources	3.5	3.8
2.2.6 Dollar Resources	3.3	3.2
2.2.7 Coordinated Records	3.5	3.7*
Strand: Follow-Up		
2.3.1 Transfer to Students	3.1	3.4
2.3.2 Coaching and Mentoring	2.6	3.2*
2.3.3 Web-based Resources and Assistance	1.8	2.6
Strand: Evaluation		
2.4.1 Implementing the System	2.8	3.0*
2.4.2 Transfer to the Classroom	2.6	3.0*
2.4.3 Evaluation Methods	2.9	2.9*
2.4.4 Use of Results	2.4	2.6*
2.4.5 Expenditures	2.1	1.2

Note: * indicates a significant difference of .5 pts. or greater across different levels (E, M, H), especially at the middle school level.

Level: Faculty		
Strand: Planning	2006	2008
1.1.1 Individual Needs Assessment	2.7	3.3*
1.1.2 Administrator Review	2.2	3.0
1.1.3 Priority of Needs	2.6	3.2*
1.1.4 Individual Professional Development Plan	1.8	2.7*
1.1.5 Content	2.7	3.4*
1.1.6 Learning Communities	1.9	2.8
Strand: Delivery		
1.2.1 Relevance of Professional Development	2.5	3.5*
1.2.2 Learning Strategies	3.1	3.4*
1.2.3 Sustained Training	2.8	3.2*
1.2.4 Use of Technology	3.1	3.4*
1.2.5 Time Resources	3.4	3.6
1.2.6 Coordinated Records	3.6	3.4
Strand: Follow-Up		
1.3.1 Transfer to Students	3.1	3.5*
1.3.2 Coaching and Mentoring	2.3	2.6*
1.3.3 Web-based Resources and Assistance	1.7	2.8
Strand: Evaluation		
1.4.1 Implementing the Plan	2.1	2.7*
1.4.2 Student Changes	2.4	3.2*
1.4.3 Evaluation Methods	2.2	3.0*
1.4.4 Action Research	1.0	1.1
1.4.5 Use of Results	1.9	2.5*

Note: * indicates difference in scores across levels, especially at the middle school level.

Evaluation at the school and faculty levels was identified with ratings below 2.0, which means an area in need of improvement.

School Level

- Evaluation: Expenditures (1.2)

Faculty Level

- Evaluation: Action Research (1.1)

Appendix F

Standards Assessment Inventory (SAI) Results

The Standards Assessment Inventory (SAI) is a 60-item electronic survey to assess the perceptions of teachers of the level of implementation at the school of the NSDC standards for professional development. The three standards identified as needing the most improvement included: Learning Communities, Evaluation, and Learning.



2008 Quality Assurance Review Team Results

Commendation

The professional learning and development of staff at all levels is a high priority in Duval County Schools.

The commitment of time and resources allocated for staff development illustrates this value. The alignment of professional learning experiences to the vision and goals plus the scope and type of opportunities available give evidence of richness and quality. Staff in Duval benefit greatly from their association and the workshops they receive from the renowned Schultz Center.

Most notable, however, is the instructional leadership and the collaborative and job-embedded learning opportunities that occur at the schools.

Recommendations

1. Engage in a causal analysis to gain deeper insight into the achievement gap so that equity can be attained.

Achieving equity should mean; providing all students with what they need to learn – not giving all students the same thing.

Differences in the effectiveness of communications, quality of facilities, resource distribution, fidelity of program implementation, teacher support, and staff quality were apparent.

2. Create coherence and completeness to your assessment system so it effectively informs and guides teaching and learning.

Teachers generated classroom assessments are an integral component of a quality assessment system. They have the capacity to provide relevant “just in time” information needed to guide day-to-day instructional decisions and actions. Evidence shows variation across the system in the understanding and implementation of these types of assessments. Professional learning on how to develop and use classroom assessments coupled with coaching and support will ensure this practice becomes embedded and implemented throughout the system.

3. Evaluate current programs and initiatives to identify what works and develop procedures to ensure they are matched or aligned with needs, being implemented properly, and set up for sustainability.

Evidence indicates a lack of clarity regarding when, where and how to use programs in addition to disparity in the competence and confidence of staff to effectively put them into practice. Programs are often implemented in isolation and therefore do not benefit from the synergy of coordination.

4. Examine the district's communication system in order to learn how to successfully message and reach all stakeholders.
Communication methods are very rich in scope and quality; however, there exists groups of hard to reach stakeholders. As a result, segments of the community lack information opportunities for participation and a means for decision-making. Study the effectiveness of various communication methods in reaching different stakeholder groups. Use this knowledge and insight to create, deliver, and monitor communication strategies that target these hard to reach stakeholders. Two-way communication is a critical factor in organizational performance and effectiveness. Once strengthened, it can be leveraged to help increase parent involvement and student learning.

5. Devise and implement system-wide procedures to ensure collaborative horizontal planning and vertical articulation.
Communication between elementary, middle and high school levels was inconsistent. Vehicles for bringing people from different schools together to share challenges and collaborate on solutions will help build a professional learning community. Dialogue around curricular content and instructional practice will contribute to alignment across the district and facilitate system coherence for students as they transition from grade to grade and school to school. Horizontal and vertical planning may also provide a medium for addressing inconsistencies and discrepancies the system is experiencing.

January 2008 CTAC Focus on Literacy: Professional Development Audit Key Findings

Key Findings

Findings from the analysis of the impact of literacy professional development on student achievement make it imperative that teachers of all experience levels participate in literacy professional development:

Impact on Student Achievement

- There is a positive relationship between teacher professional development hours in literacy courses and student growth in reading on the FCAT.
- The analysis of the impact of professional development on student achievement using a three-level hierarchical linear model (HLM) shows that for each six-hour day of literacy professional development participation by a teachers, student scale scores on the 2006-07 FCAT increased by a half (0.5) point, a result which is statistically significant.
- In testing for an interaction between experience and professional development days, the audit team found that teachers at all experience levels benefit from professional development.

Teacher and Principal Perspectives

- There is overall agreement among focus group participants that Schultz Center professional development sessions provide opportunities to (1) engage in a dialogue; (2) practice the new strategies or apply new learning; (3) receive follow-up (i.e., a coach or principal visit and feedback); and (4) collaborate with peers.
- Teacher and principal responses in both interviews and surveys are predominantly positive when asked about their experience with Schultz Center professional development literacy courses and their impact on their teaching.
- There is a perception among teachers who have participated in the literacy courses that their own work and the overall achievement of students is impacted negatively by those teachers who have not engaged at some level in Schultz Center literacy offerings.
- Teachers stress the need for professional development that will assist them in effectively bridging the gap between professional development learnings and their own classrooms.
- Both the focus group interviewees and the survey respondents value professional development that deepens relevant subject area knowledge for participants (91.8% teachers and 92.0% principals agree or strongly agree).
- Across all respondent groups on the survey, more than 60% say that their level of knowledge of the research-based components of student literacy is between Skilled and Advanced.

- Key areas identified in educational research literature as critical in early literacy have the lowest teacher ratings on the survey with respect to the amount of professional development received, including: phonemic awareness, letter knowledge, and concepts of print; coding, and encoding; spelling and handwriting; standard English usage; and academic vocabulary and study skills.
- Principals believe that they are supportive of teacher professional development, but they do not feel that they are included in the professional development communication loop so that they can more effectively participate, provide feedback, and support teachers.

Impact on Classroom Practices

- All but one of the teachers observed in the classroom were using the components of the America's Choice literacy model, the core content of the Schultz Center literacy classes, to structure instruction in their classrooms, including five teachers who had not participated in Schultz Center professional development.
- There is substantial evidence that most of the teachers observed even by the time of the first visits in late September were making gains in (1) establishing the routines and rituals of the literacy model; (2) using the classroom environment as a teaching tool; (3) adapting available wall space for bulletin boards that support and remind students of key concepts; and (4) providing multiple opportunities for students to interact with text.
- Effectiveness in the application of the literacy model by the teachers varied widely. The *most effective teaching* observed seems to be guided by a "literacy gestalt," which is to say that the teacher understands how students learn to read and write thoroughly enough to keep all of the segments of the program integrated and making sense. *Less effective teaching* occurs in the classrooms that generate fragmented activity related to the components of the literacy model that does not add up or assist children in making sense. The *least effective teaching* is associated with a lack of thorough planning and either an inability or lack of interest in connecting with the children in the classroom.
- Lack of teaching effectiveness in literacy instruction is in evidence in the classrooms in three major ways: (1) misapplication of components of the America's Choice literacy model, indicating that some of the teaching observed shows the use of activities and strategies from the model without a thorough understanding of the theory and best practice behind it; (2) a lack of connectedness or integration among the components of the model so that children can make sense of their learning activities; and (3) a lack of lesson scaffolding (the structure built around a concept by the teacher that helps all children to access and construct knowledge), particularly in writing.

Source: Community Training and Assistance Center. January 2008. *Focus on literacy: Professional development audit*. Boston, MA: CTAC.

Full report available at <http://www.ctacusa.com/PDFs/Rpt-FocusOnLiteracy-2008.pdf>

Evaluation Briefs



EVALUATION BRIEF

Schultz Center for Teaching and Leadership | April 2012

English for Speakers of Other Languages (ESOL) Endorsement Program Evaluation

The purpose of this evaluation was to assess whether, and to what extent, participation in the ESOL Endorsement Program produced favorable results.



Florida ranks among the top four states in the nation in the number of non-English speaking students entering schools from immigrant and refugee populations. In school year 2008-09, Duval County Public Schools served more than 3,000 children in its ESOL program. These students represented 71 languages, Spanish being the most common. The purpose of the ESOL Endorsement Program is to provide specialized training to educators to meet the academic needs of English Language Learners (ELL). Teachers who obtain the endorsement acquire knowledge and skills for teaching in more responsive ways. The evaluation addressed:

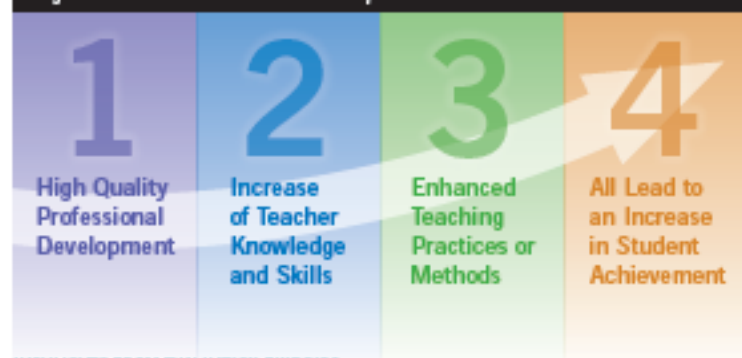
Objective 1: Teachers who are flagged as being 'out of field' for ESOL will be in compliance with the Florida Consent Decree / Meta Agreement by June 30th of the school year they are flagged.

Objective 2: Teachers will be given the content knowledge and skills to help all students.

Objective 3: The achievement gap for ELL children will be diminished or closed.

This study was originally planned as a three-year longitudinal analysis of the impact of cumulative completion of ESOL courses on student achievement in reading, mathematics, and science. Impact evaluation at the Schultz Center is based on the expectation that a chain of events will connect high quality professional development with an increase in student achievement. See Figure 1.

Figure 1: Influence of Professional Development on Student Achievement



HIGHLIGHTS FROM EVALUATION FINDINGS

Objective 1: To what extent did teachers flagged as 'out-of-field' in ESOL meet the requirement? Data used to answer this question were provided by the Human Resources Department for the school year 2009-10. Among 797 teachers flagged as 'out-of-field' for ESOL, 233 (29.2%) were able to complete the minimum hours required for the current year. Many more (70.8%) had not reached the requirement by that point in time.

Objective 2: What did teachers say about the quality and content of ESOL endorsement courses? For the most part, teachers taking these courses were doing so to meet the ESOL





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"I've learned the importance of providing visual cues along with verbal instructions. I've also become much more likely to use culturally responsive pedagogy and encourage students to perform literacy activities in both English and in their native languages."

PARTICIPATING TEACHER

ABOUT THE AUTHOR:

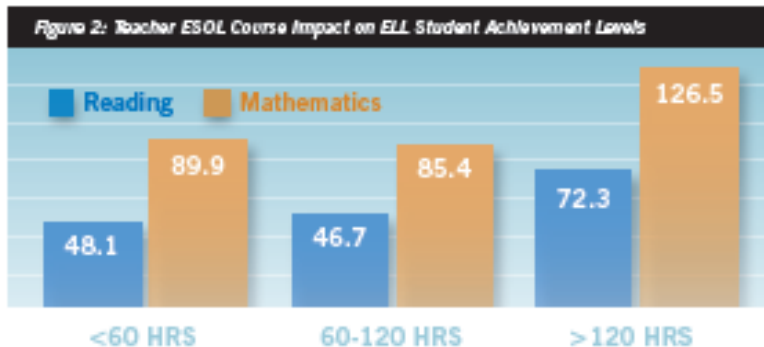
Katherine Dwyer, Ph.D. is an experienced assessment and evaluation specialist currently serving in a shared position with Duval County Public Schools as Executive Director for Research Design and Evaluation at the Schultz Center. Her past experience includes tenure as a Research Associate at the University of North Florida (Florida Institute of Education); Director of Research, Evaluation and Accountability for the District School Board of Pasco County; and Director of Research, Communications, and Student Services for Portsmouth Public Schools in Virginia. For more information about how programs are evaluated for effectiveness, or for other reports and publications, feel free to contact us or visit www.schultzcenter.org.

requirement (76%). Another 38% were taking courses for personal or professional growth or as part of their Individualized Professional Development Plans (IPDP). Teachers reported high levels of satisfaction with the quality and content of ESOL courses:

- 88% noted that objectives of the courses delivered were made clear to participants
- 85% noted the content (subject matter) was aligned with ESOL program competencies
- 82% noted training sessions were well-organized and delivered
- 81% reported that knowledge of strategies increased moderately (54%) or greatly (27%)
- 70% reported that the content was relevant to their current school assignment
- 70% reported that completing these courses increased their confidence in this area

Objective 3: What can be seen in the achievement levels of ELL and non-ELL students of teachers who complete ESOL endorsement courses? There were two phases of the impact analysis carried out on achievement data of students. First, an analysis was done to compare achievement of all students, and second, a focused analysis of ELL students to determine whether achievement was similar to that of students as a whole. By observing the trend across increasing levels of ESOL completion, it was clear that all students of teachers with increasing levels of ESOL courses made greater gains in mathematics than in reading. (The increase by completion levels in mathematics was found to be statistically significant, $p < .05$.)

What about the achievement gap? When we narrow our focus to specifically the achievement of ELL students, a slightly different picture emerges. The pattern of increasing gains in mathematics remains, but flattens somewhat. In addition, we can discern a slight advantage in reading for ELL students of teachers who completed more than two courses (120 hours) of ESOL coursework. See Figure 2.



SUMMARY AND CONCLUSIONS

The requirement for teachers to complete an endorsement in ESOL is a state mandate, so it is incumbent on the district to provide high quality training for teachers to assist them in acquiring enhanced knowledge and skill. The district program evaluated included three measurable objectives. Objective 1 was not being met at a high level: only 29.2% of teachers to whom the mandate applied were able to complete the required minimum number of hours necessary to be in compliance. Objective 2 was met and verified by direct feedback from teachers. Survey participants verified that ESOL endorsement courses taken in Duval County were generally of high quality and delivered by caring and well-prepared instructors. However, both instructors and teachers echoed the need for more follow-up to better cement the skills and knowledge obtained. Finally, it was evident that Objective 3 (closing the achievement gap), was being met to some extent in reading and mathematics. The gap in achievement between ELL and non-ELL students was clearly less prominent in classrooms of teachers who completed more than two ESOL courses. While analysis of student gains made in this study were not based on rigorously controlled experimental conditions, the trends indicating greater gains for students of teachers in mathematics who completed greater levels of ESOL coursework, and in particular, the pattern of increased gains in both reading and mathematics for ELL students is reassuring and provides confidence that the ESOL Endorsement Program is meeting its mandate to better prepare teachers with skills and teaching strategies helpful to all students.



EVALUATION BRIEF

Schultz Center for Teaching and Leadership | September 2011

Reading Endorsement Program Evaluation

Duval County Public Schools implements a program leading to the K-12 Reading Endorsement for teachers.

The current program of Reading Endorsement courses has been delivered since school year 2007-08, primarily in the form of face-to-face sessions offered at the Schultz Center for Teaching and Leadership. This series of courses consists of the skills and knowledge thought to be necessary for content area teachers to better assist students struggling to meet the literacy standards in district classrooms. The enrollment in these courses has fluctuated yearly and ranged annually from a low of around 600 enrollees to approximately 1,100 over that period of time. This evaluation included 1,590 teachers who completed one or more reading competency courses leading to the K-12 Florida Reading Endorsement within the period of July 2008 through December 2010.

The purpose of this evaluation was to provide the district school board and administration with information about whether, and to what extent, participation at increasing levels of Reading Endorsement courses produced a positive impact on student reading achievement. The study also examined beliefs and attitudes of teachers completing these courses as to the quality and relevance of content included and the skill and facility demonstrated by instructors in the delivery of these courses. The evaluation utilized a mixed-methods approach in order to include both quantitative and qualitative forms of data to provide direct feedback from participants and instructors, and hard data in the form of course completion statistics and student achievement outcomes.

Significant findings were that:

- Teachers were generally very positive about the quality of content of reading competency courses with 83% of participants registering strong approval
- Teachers were also complimentary of the quality of facilitators and course delivery with 80% registering high levels of satisfaction
- 88% of teachers reported that their knowledge of course topics increased greatly (45%) or moderately (43%) See Figure 1
- Achievement levels of students did not reflect significant increases across all grade levels when groups of teachers were compared by low, moderate, or high levels of completion
- There were statistically significant increases seen, however, at certain grade levels (4,7,8 and 9) and particularly, for teachers completing reading competencies one and two in combination

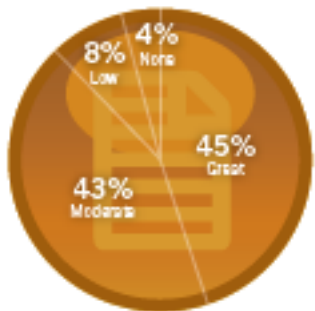




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Figure 1: Increase of teacher knowledge of Reading Competency course topics



“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can benefit the nation.”

JOHN F. KENNEDY

ABOUT THE AUTHOR:

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Implications from this year’s evaluation suggest the need for taking formal steps to improve methods by which the implementation of teacher practices taught in reading competency courses can be validated in classrooms following completion of professional development. Including methods for evaluating the quality of practices taught as key features in these courses will increase greatly the rigor and relevance of evaluation methods previously utilized in this area. This step will also provide support and reimbursement for classroom practices which are endorsed as part of the district’s accepted model for high quality classroom instruction.

Background

The goal of the K-12 Reading Endorsement program was to ensure that highly qualified teachers would be available to all students, and in particular, that teachers tasked with the responsibility for reading instruction in secondary schools would be prepared to meet this challenge. The average number of teachers completing courses in the program annually ranged from 600 to 1,100 teachers over the past several years with the most dramatic reduction in number occurring from 1,059 in 2008-09 to 590 in 2009-10. This drop in enrollment was due primarily to two factors: the substantial reduction in availability of school-based discretionary use of TDE (Temporary Duty Elsewhere) days to send teachers for necessary professional development training, and a concerted effort to offer more of these courses online to allow teachers greater flexibility in scheduling (at the same time diminishing demands on schools to provide release time of teachers).

All grade levels of teachers (K-12) across the school district have participated in the DCPS Add-on Program based on the Florida statute requirement stating that “any teacher teaching a reading course at the secondary level will be required to have either the K-12 reading endorsement or K-12 reading certification”. The expectation was that teachers who obtain the endorsement by completing required courses would acquire the skills necessary to identify reading problems and raise the skill levels of all district content area teachers to better assist students struggling to meet literacy standards.

The content of the program was based on specialization requirements for endorsement in Reading as stated in 6A-4.0292, FAC. The program curriculum includes coursework and associated experiences in the foundations of reading instruction, the diagnosis of reading disabilities, techniques of corrective or remedial reading, and the differentiation of reading instruction. The coursework was presented in direct instructor-participant mode, online courses, and distance learning classes.

This evaluation set out to assess whether, and to what extent, participation in the DCPS Add-on Program for K-12 Reading Endorsement course was received positively by teachers and produced a positive impact on student reading achievement in 2009-10 school year. The study also examined opinions, beliefs, and attitudes expressed by participating teachers in relation to their stated levels of knowledge and practices gained through course completion, and the degree to which program completers reported the implementation of ‘best practices’ in their classrooms. The Schultz Center and Duval County Public Schools have adopted a joint vision for how to design and deliver high quality professional development to teachers (Figure 2). Documenting the presence of ‘best practices’ in step three (below) is essential for further improvement of this program.

Figure 2: Professional Development Theory of Action

Step 1: High-Quality Professional Development	Step 2: Improved Teacher Knowledge and Skills	Step 3: Improved Teacher Practices	Step 4: Improved Student Achievement
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EVALUATION BRIEF

Schultz Center for Teaching and Leadership | April 2011

Teacher Induction Program Evaluation (2010-11)

An evaluation of TIP for the Duval County Public Schools was conducted in the summer of 2010 to determine the extent to which the current program was accomplishing its goal.

The goal of the Teacher Induction Program (TIP) for Duval County Public Schools is to provide supervised support services that enable novice teachers to meet beginning teacher requirements as defined by Florida Statute 1012.56(7)b. Although facilitating completion of these requirements within specified timelines is important, the effectiveness of program services delivered and the resulting positive impact on student achievement is crucial. These outcomes directly support the mission of the school district, and Goal 3 of the district's strategic plan which seeks to hire, develop, support, and retain the best teachers and principals in the nation. The evaluation considered the following questions:

- How successful was TIP at facilitating the process of completing beginning teacher requirements within the recommended timeframe of 180 days?
- What patterns of Florida Accomplished Practices were identified by principals as needs for improvement based on initial classroom observations of teachers in TIP?
- What feedback about program quality and services was received from the perspective of beginning teachers who participated in the 2009-10 TIP?
- How much and what kind of professional development was completed by beginning teachers who participated in TIP?
- What levels of student achievement were reported for novice teachers (1-3 years) in Duval County Public Schools as measured by the FCAT in the spring of 2010?

Supporting new teachers as they complete certification requirements is essential for assuring teacher quality and maintaining high levels of teacher retention in the district. Teaching quality is one of the most important factors in promoting student achievement*, and there is general agreement that the first three years of experience for novice teachers are critical*. A policy brief published by the New Teacher Center, a non-profit organization dedicated to strengthening the practice of beginning teachers, stated, "The learning that takes place in a beginning teacher's first few years on the job is different from their preparation experience and their subsequent professional learning. There is no period as formational to a teacher's career as the initial years in the classroom." The demands on school districts are great to evaluate and strengthen the individual needs of novice teachers. Providing personnel and resources sufficient to the task, extends well beyond previous versions of "teacher orientation", to the current need for designing high quality "induction programs". These encompass a multi-year curriculum with a strong mentoring component, prescriptive use of professional development, and coaching to develop both instructional skills and classroom management.



This evaluation used a mixed-methods approach to determining the extent to which the current system of support services and resources is able to meet the demands of incoming groups of newly hired teachers. A cohort of beginning teachers being monitored by TIP during school year



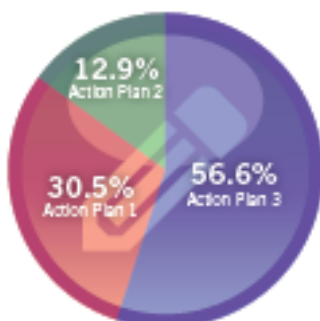


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Figure 1: Beginning Teachers by Action Plan Types (2009-10)



"I am indebted to my father for living, but to my teacher for living well."

ALEXANDER THE GREAT

2009-10 was used to represent a typical cross-section. Quantitative data obtained by the TIP office was used as a means of determining how well the program was able to meet its goal of monitoring completion of certification requirements by beginning teachers. A random sample of 100 teachers from the entire group monitored (1,099) was used for a deeper analysis of records collected in the completion of this group's Action Plans. This was to better understand the pattern of strengths and instructional needs that emerged, the type and number of hours of professional development completed by the group, and rates with which various groups completed requirements. Survey responses from the group were also used to determine the level of satisfaction participants expressed with the program. Open-ended comments were analyzed with qualitative methods for content, theme, and pattern agreement. Finally, student achievement data generated by novice teachers was analyzed to determine whether the performance of TIP participants was similar to those of teachers nationally. Highlights of these analyses include:

- **All beginning teachers** are assessed by principals and placed on one of three types of action plans to complete Florida certification requirements. The decision about which type of plan is made by principals (with support from district cadre and the TIP office) and will depend on certification the individual presents at the time of hire as well as results of an evaluation of the *Twelve Florida Accomplished Practices*. Among the group of 1,099 teachers found in the TIP database, over half (56.6%) were placed on an Action Plan 3, 30.5% were completing an Action Plan 1, and the remainder (12.9%) were working on an Action Plan 2. **Figure 1** illustrates the distribution of teachers to these action plans. Relative completion rates among the three plan types also helps to illustrate that the groups are distinct in terms of the needs they have for support. Action Plan 1 and 2 groups completed requirements within the school year at high levels (74% and 61%) with far fewer completing an Action Plan 3 within the same timeframe (33.8%). Coupled with the fact that the majority of novice teachers in the study cohort were working on type 3 Action Plans, it's clear that this group requires a considerable amount of support and resources to assist them.
- **The evaluation of novice teachers** at the beginning of the year also highlighted areas of need identified by principals as requiring attention for novice teachers to be successful. The most commonly identified areas of need were: *Assessment, Critical Thinking, Learning Environments, Role of the Teacher, and Planning*.
- **TIP participants were generally positive and complimentary** about the quality and relevance of the content they received. However, the actual numbers of sessions attended by TIP participants as compared to the potential number in the total group was low. In addition to the well-attended TIP New Teacher Orientation, ten different course topics were offered, several in multiple versions (elementary/secondary, face-to-face/online). On average, the "new hires" completed 1.7 TIP course offerings through the year.
- **The levels of student achievement seen among students** of novice teachers in Duval County were consistent with national studies. There were dramatic increases noted between student achievement of first- and second-year teachers. A smaller increase was seen between second- and third-year teachers. Further analysis for groups of novice teachers were done to see whether subgroups of TIP teachers with characteristics in common seemed to experience different levels of student achievement. It was interesting to note that student achievement among teachers participating in Alternative Certification programs was significantly higher at the end of the first year than other TIP participants. There were also positive results seen in student achievement of those teachers participating in the pilot TIP Mentoring Project.

* Reference abbreviated in full report.

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EVALUATION BRIEF

Schultz Center for Teaching and Leadership | August 2010

Collaborative Unit Planning with Lesson Study: An Evaluation of Program Planning and Development.

LESSON STUDY

Not learning to teach a perfect lesson but to teach a lesson perfectly



ABOUT THE PROGRAM

A process evaluation was completed on program development work completed in 2009-2010 to design a collaborative process for lesson study in secondary schools which would complement the work of professional learning communities. High schools began the process of district wide training to implement professional learning communities in 2007-2008, and momentum toward full implementation has increased steadily since then.

HOW IT WORKS

A design team of Duval County administrators and teacher leaders, together with Schultz Center coaches began work in the summer of 2009 to design materials and procedures for joint planning of units incorporating lesson study with teams of secondary teachers. Products documenting program development work and the initial piloting of procedures included:

- (1) A description of the logic model theory of action describing how program developers describe components of the process and steps for completing of the "Cyclical Process of Teaching and Learning in a Professional Learning Community"
- (2) Copies of "two-day start up plan" and PowerPoint® presentation provided for schools by program developers
- (3) Feedback and testimonials from pilot group teachers (Mandarin and Wolfson) participating in the process, and samples of student "exit slips" and assessment data documenting student work
- (4) Early reactions and the degree of acceptance indicated by members of school teams from selected middle and secondary schools participating in "awareness training" provided in May 2010

In addition, a key outcome of this work was an articulation of the relationship between collaborative unit planning and professional learning communities (PLC) work in high schools in Duval County. The anticipated relationship is best illustrated in Figure 1 (back), in which the program's logic model links the key elements of Professional Learning Communities work with group lesson study work recommended by FLDOE for all schools and required in differentiated accountability schools.

See Figure 1: DCPS Collaborative Unit Planning in Middle and High Schools

PROCESS EVALUATION

Information from the design work carried out this year, and lessons learned from similar work at the elementary level with Continuous Learning Cycle (CLC) work, resulted in several recommendations to district administrators for next steps and program sustainability including:

1. Determine the current capacity for introducing and supporting Collaborative Unit Planning with Lesson Study work in middle and high schools, and take to heart what teachers and participants have said about ongoing support (both for subject area





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"...this time to be able to draw on the experience and ideas of my peers has been invaluable to me..."

NEW TEACHER

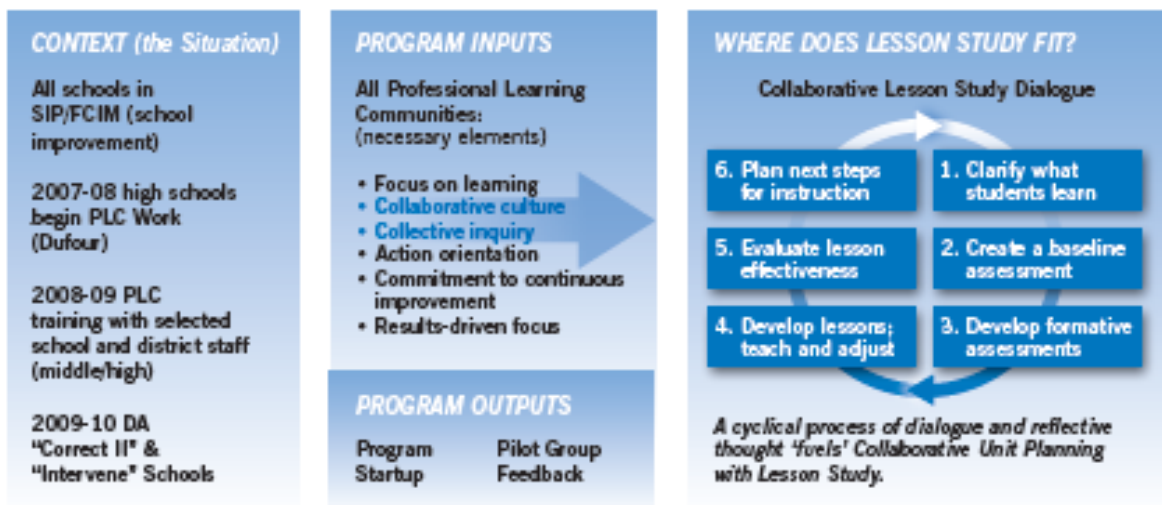
content and lesson study process) to bring about improvement in teacher practice.

2. Develop a standard set of Collaborative Unit Planning with Lesson Study procedures and protocols that will be utilized in every school (protocols and procedures will not change by subject areas – only the topics under discussion). Procedures will generate a common set of process “artifacts” that can be used to assure quality control.
3. Develop communication protocols necessary for guiding discussion among teachers. Formalize the dialogue and communication tools necessary to determine where sufficient “learning” is made by students to move on to the next learning target. What do we do with students who “don’t have mastery of the skills or knowledge”? What do we do with students who “already know”? What does the dialogue look like that drives the process of unit planning forward?
4. Develop a set of standard tools for recording and evaluating student learning gains based on common assessments employed throughout the collaborative unit plans. These will document gains made by students from one learning target to the next, and will permit more convincing evidence of teachers’ gains in practice and student learning gains.
5. Conduct an implementation evaluation following the 2010-2011 school year to document larger scale implementation. This should include the collection of:
 - o Participation and feedback from participants about the quality of content, materials, delivery, and relevance of professional learning in collaborative unit planning with lesson study
 - o Common artifacts for documenting steps in the planning process
 - o Student assessment pre-test and post-test documenting of mastery of the learning targets identified for the collaborative unit plan

Figure 1

DCPS Collaborative Unit Planning in Middle and High Schools

Program Development: Infusing PLC Work with Lesson Study



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EVALUATION BRIEF

Schultz Center for Teaching and Leadership | September 2010

Continuous Learning Cycles: Evaluating lesson study efforts at the elementary school level.

ABOUT THE PROGRAM

The Elementary Continuous Learning Cycle (CLC) program was developed in 2006-2007 by Duval County administrators in partnership with the Schultz Center for Teaching and Leadership. The program was based on best practices and a review of the literature supporting job-embedded professional learning and collaborative coaching models for continuous improvement. The purpose of CLC work was to build capacity of teachers to conduct self-directed inquiry around teaching strategies while addressing the specific instructional needs of students. Following a review of best practices, DCPS in partnership with the Schultz Center, developed a model for coaching that was supported by school and district level resources and coaches.

EVALUATING THE PROGRAM

The CLC program has been evaluated three times in the course of its development to standardize and verify high levels of consistency and quality in the dialogue protocols that were followed (see previous reports if you would like more information about how process quality was established). In 2010, the evaluation focused primarily on program outcomes including documentation of school and teacher participation in coaching cycles, and documentation of student gains from completed coaching cycles in reading, mathematics, science, and social studies.

In 2008-2009, process quality and documentation of the process were areas of concentration. Process quality was established by checking for the presence of certain required elements in Course of Study and End of Cycle reports documenting the standardized dialogue process followed by coaches. In order to assure program fidelity, a high level of process quality was established as a program requirement (75%). This was based on consistency and the presence of certain criteria using a scoring rubric.

At the end of 2008-2009, process quality across all three areas was high with 86% of criteria met in the student learning goal, 84% in the teacher learning goal, and 82% in the measurement of learning goal. At the end of 2009-2010, process quality in the first two areas increased even more to 97% in describing the student learning goal, and 100% in documenting the teacher learning goal, but dipped below the quality standard (75%) to 69% in the measurement of student learning goal.

WHAT WE HAVE LEARNED

When the impact (or benefit) of a program is dependent on a process, measuring the quality of that process is critical. The lower quality rating in 2010 in measurement of learning was due to the fact that fewer schools provided evidence of student gains in 2010. In 2009 student progress was tracked for 577 students, and among those students, 33% (one third) moved from non-mastery





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IN 2009-2010

54 schools and 415 participants

OVER THREE YEARS

1890 teachers, coaches, and administrators

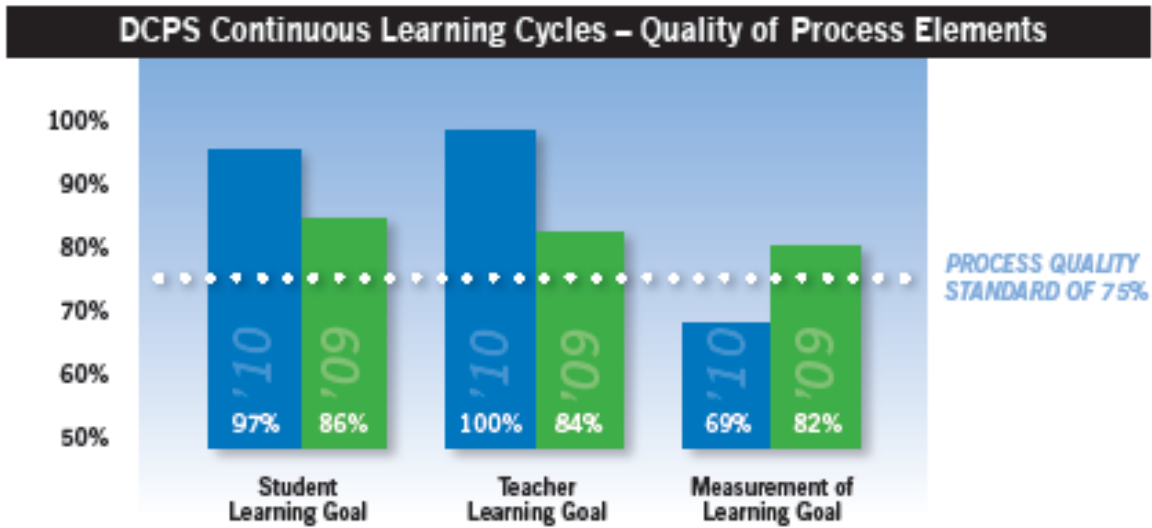
to mastery of the skills being studied in the coaching cycles. In 2010, student results were reported for only about half that number (277), but a large number of those students (82%) made extremely good progress during that time (see Figure 1 below).

LESSONS LEARNED

Having completed three evaluations of the elementary Continuous Learning Cycle (CLC) program, we have seen that a replicable process for conducting collaborative coaching cycles with groups of teachers has been formalized and documented. Moving forward, it is suggested that a review of results from coaching cycles conducted each year should be shared between Schultz Center coaching staff leading these cycles and Duval County Academic Services staff to identify joint concerns and plan for next steps. There are recurring topic areas that are commonly reported by coaches and captured in End of Cycle reports as areas of difficulty for teachers. These include topics dealing with appropriate forms of classroom assessments that serve to support and guide instructional decision making. In addition, the feedback from coaches who conduct CLC cycles in schools indicate the continuing need for professional learning opportunities for teachers about:

- Improving methods for reviewing and conducting diagnostic analysis of student work samples
- Expressing curriculum standards in sequentially ordered series of skills and content that build to learning targets
- Increasing teacher understanding of appropriate forms of classroom assessment that can document short-term improvements; and
- Collaborating about ways to engage more teachers in group lesson study around teaching practice; and
- Finding ways to provide the resources (space, time, and personnel) to sustain and expand the work.

Figure 1



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Professional Learning in the Learning Profession: Status Report on Teacher Development in the U. S. and Abroad:

Authors: Linda Darling-Hammond, Ruth Chung Wei, Alethea Andree, Nikole Richardson, Stelios Orphanos, The School Redesign Network at Stanford University

Key Findings

- Sustained and intensive professional development for teachers is related to student achievement gaps.
- Collaborative approaches to professional learning can promote school change that extends beyond individual classrooms.
- Effective professional development is intensive, ongoing, and connected to practice; focuses on the teaching and learning of specific academic content; is connected to other school initiatives; and builds strong working relationships among teachers.
- Public schools in the United States have begun to recognize and respond to the need to provide support for new teachers.
- More than 9 out of 10 U.S. teachers have participated in professional learning consisting primarily of short-term conferences or workshops.
- While teachers typically need substantial professional development in a given area (close to 50 hours) to improve their skills and their students' learning, most professional development opportunities in the U.S. are much shorter.
- Significant variation in both support and opportunity for professional learning exists among schools and states.
- U.S. teachers report little professional collaboration in designing curriculum and sharing practices, and the collaboration that occurs tends to be weak.
- American teachers say that much of the professional development available to them is not useful.
- Teachers say that their top priorities for further professional development are learning more about the content they teach (23 percent), classroom management (18 percent), teaching students with special needs (15 percent), and using technology in the classroom (14 percent).
- Teachers are not getting adequate training in teaching special education or limited English proficiency students.
- U.S. teachers, unlike many of their colleagues around the world, bear much of the cost of their professional development.
- U.S. teachers participate in workshops and short-term professional development events at similar levels as teachers in other nations. But the United States is far behind in providing public school teachers with opportunities to participate in extended learning opportunities and productive collaborative communities.
- Other nations that outperform the United States on international assessments invest heavily in professional learning and build time for ongoing, sustained teacher development and collaboration into teachers' work hours.

- American teachers spend much more time teaching students and have significantly less time to plan and learn together, and to develop high quality curriculum and instruction than teachers in other nations.
- U.S. teachers have limited influence in crucial areas of school decision-making.

The full report can be found at

<http://www.nsd.org/news/NSDCstudytechnicalreport2009.pdf>

Research Findings

- Professional learning can have powerful effects on teacher skill and knowledge and on student learning if it is:
 - Sustained over time
 - Focused on important content
 - Embedded in the work of learning communities
- Substantial contact hours of PD (ranging from 30-100 hours in total) spread over 6 to 12 months showed a positive and significant effect on student achievement gains.
- Intensive PD efforts that offered an average of 49 hours in a year boosted student achievement by approximately 21 percentile points.
- A five-year study of 1,500 schools that had active PLC found:
 - A drop in student absenteeism and drop out rates
 - A shared sense of intellectual purpose and a sense of collective responsibility of student learning were associated with a narrowing of achievement gaps in math and science among low-and middle-income student

Promising Practices

- School-based coaching may enhance professional learning.
- Mentoring and Induction programs for new teachers may support teacher effectiveness



Individual Professional Development Plan (IPDP) 2012-2013

Teacher:						Experienced Teacher IPDP
School:			Grade Level(s):			
Administrator:			Content Area(s):			
STUDENT ACHIEVEMENT DATA						
Review classroom-level disaggregated student achievement data for students currently assigned to you. Select your identified student group based on the following: your data analysis, School Improvement Plan, school initiatives, team goals, and the results from your previous year's IPDP. Both formative and summative data may be included. Behavioral data may also be included.						
Identified Student Group Within a Class/Section	Assessment Type	Current Score Average	Goal	Mid-Year Score (as needed)	Final Score Average	
STUDENT ACHIEVEMENT SMART GOAL						
Your Student Achievement SMART Goal (<u>S</u> trategic and <u>S</u> pecific, <u>M</u> easurable, <u>A</u> ttainable, <u>R</u> esults-based, <u>T</u> ime-bound) must be specific to the student group you have identified and indicate measurable improvements that are expected in student achievement as a result of your professional learning.						
At least ___% of my _____ students will score at or above ___% on the _____ by _____.						
EDUCATOR PROFESSIONAL LEARNING GOALS						
Your Professional Learning Goals will reflect the individual professional development you need to meet your Student Achievement SMART Goal and other professional practice needs. It will be helpful to reflect on the results of last year's IPDP as you develop your learning goals for this year. Additional professional learning needs may be identified when you meet with your administrator to review your IPDP.						
PROFESSIONAL LEARNING OBJECTIVES						
To address my Student Achievement SMART Goal and Professional Learning Goals, I will complete the following specific professional learning:						
Professional Learning (a minimum of two are required)	Implementation Plans			Anticipated Date of Completion	Actual Date of Completion	
CHANGES IN EDUCATOR'S PRACTICES						
How did the professional learning objectives you completed align with your intended goals? Discuss how you changed your professional practices as a result of your professional learning.						
RESULTS						
Describe how students improved as a result of your professional learning and its application in your classroom. Consider the results of summative as well as formative assessments, including teacher observations, linked with the Student Achievement SMART Goal.						
Initial Date (required)		Mid-Year Review Date (as needed)		End of the Year Review Date (required)		
Teacher Signature				Principal/Administrator Signature		

8/30/12

Note: Sample IPDPs for different subject areas are available in Blackboard (<http://schultzcenter.blackboard.com/webapps/portal/frameset.jsp>)

**Individual Professional Development Plan (IPDP)
Q & A**

1. Why must teachers complete IPDPs?

IPDPs are the evidence that teachers have considered the academic progress of their students to determine the professional development is appropriate for their students' learning. FL Statute 1012.98 requires all instructional employees to complete IPDPs. IPDPs are also a part of the FL Differentiated Accountability Model and the FL DOE Professional Development Protocol System.

2. What is required in an IPDP?

- Student performance data
- Professional Development objectives and specific measurable improvements as a result of the professional development
- Evaluation component that determines the effectiveness of the professional development
- Evidence of an initial review, mid-year review (if needed), and EOY review with teacher and school administrator
- Aligned with School Improvement Plan, teacher certification needs, and teacher professional growth interests

3. What is the major factor in determining IPDPs?

Classroom level disaggregated student achievement data. Teachers use disaggregated classroom data when making instructional decisions and these data are used to determine their professional development.

4. Must new teachers also complete IPDPs since they are already required to complete a portfolio?

Yes, all instructional employees must complete IPDPs.

5. May another form be substituted for the IPDP form?

No, each district is required to use one standardized, district adopted form.

6. When are IPDPs to be completed?

IPDPs should be completed by mid-October.

7. How many IPDP reviews are required each year?

The initial and final IPDP reviews are required each year. Midyear reviews (January) are encouraged when a teacher requests or needs additional guidance and support.

8. Do copies of IPDPs need to be sent anywhere?

No. IPDPs remain at the school.

9. May IPDPs at my school be developed at small/large group meetings?

No, IPDPs are individualized and must be developed individually.

10. How long should IPDPs be kept?

Two years. The current year is kept and updated as instructional and professional development needs change, based on data. The IPDP from the previous year is kept because it will be reviewed during DOE Professional Development Protocol site visits.

11. When is the next FL DOE Professional Development Protocol site visit?

A site visit is not scheduled for 2009 -10 because the Professional Development Protocols are being revised. The site visit schedule has not yet to been developed by FL DOE for 2010-11 and beyond.

12. What areas are specified in FL Statute for Professional Development activities?

- Sunshine State Standards
- Subject content
- Teaching methods
- Technology, assessment, and data analysis
- Classroom management
- School safety
- Family involvement

13. How does a school prioritize its professional development needs?

In most schools, the limits of time and dollars restrict the number of professional development hours that can be provided to faculty. When faced with decisions about which professional development needs should be addressed first, the law stipulates that needs reflected in classroom students achievement data should come first. For example, if a middle school teacher's classroom data reflect weaknesses in students learning pre-algebraic functions, professional development in teaching strategies for pre-algebraic functions should take precedence over other professional development.

14. If my school has not made AYP, does this affect the area of focus for my IPDP?

Reading, Math, or Writing scores determine AYP status. The teacher and principal must give these areas greater consideration when determining the area of focus. As always, the area of professional development focus is determined by disaggregated student achievement data at the classroom level.

15. If my school has not made AYP, is anything else required in the IPDP?

Yes, instructional personnel in schools not making AYP must include professional development objectives focused on the needs of subgroups not making AYP and include mentoring/coaching by highly effective teachers. This requirement is specified in the Differentiated Accountability rule.

16. May the Teacher Professional Development Template in AIDE be used for IPDPs?

Yes, this template may be used. The template file in AIDE is R_TIP. To access this information in AIDE click on:

1. First AIDE

2. AIDE Reporting System
3. R_TIP

The current FCAT data will automatically populate the Student Performance section. This template must be printed and completed by hand since it is in PDF format.

17. Who has access to AIDE? Is it possible for school coaches or PDFs to have access?

Principals and Cluster Leaders have access to AIDE. Principals share this data with teachers, coaches, PDFs, and other school administrators.

18. Can FCAT AIDE data be manually imported into the Student Performance section of the IPDP for Reading, Writing, Math, and Science?

Yes. This template allows teachers to type in the fields for each session.

19. Should the IPDP Professional Development Objectives be specifically related to one area of focus based on Student Performance Data?

It depends on the data. For most teachers one area of focus with related professional development objectives is sufficient. Teachers at Turnaround Schools may need to have more than one area of focus. This decision is determined by disaggregated student achievement data during IPDP reviews with the teacher and principal.

20. If science is our school's lowest area based on FCAT scores, should K-2 teachers' IPDP focus on Science to help the school?

Not necessarily. It depends on a closer analysis of the K classroom disaggregated student performance data. If the analysis of science scores indicates the low science scores are a result of limited reading comprehension, then focusing on a reading strand would be more strategic. K-2 formative assessments should be a major consideration when developing IPDPs. Also, if your school has not met AYP, reading, math, or writing would be a more appropriate area of focus.

21. What should the teachers who serve students in grades/subjects without FCAT list for Student Performance Data?

Any summative and formative student performance data may be used. Evaluations of the effect of professional development on student achievement can be demonstrated through standardized achievement tests when available or through other measures such as common assessments, portfolios, checklists, or progress mentoring.

22. What should be the IPDP focus for Resource teachers?

The IPDPs of resource teachers must be aligned with the student performance data for the students the resource teacher serves and with the School Improvement Plan, teacher certification needs, and teacher professional growth interests.

23. Who participates in the IPDP review and how is it conducted?

A school administrator or designee is required to conduct IPDP reviews with each faculty member. Together, the administrator and teacher review students' progress and identify the professional development needed to assist the teacher in achieving gains in student learning.

24. If FCAT data is used in the Student Performance Data Section, how can the final column be completed when the FCAT data is not available?

If FCAT data is not available, other student data may be substituted. During the next year's initial IPDP, the FCAT data may be reviewed and progress discussed.

25. Does an itinerant counselor complete one IPDP or one for each school?

It depends on the schools' data. If the data indicate that the professional development objectives and strategies are similar, then one IPDP will work. If the school data are significantly different, two IPDPs or one IPDP with schools listed separately in the different sections are recommended.

26. Where may I access information/resources related to IPDPs?

All IPDP information is available to principals on Blackboard under the Principals' Professional Development Resources at www.schultzcenter.org. The IPDP template, sample IPDPs, and the Powerpoint from the HELP session are located at this site.

Appendix L

School Professional Development Template and Sample

School Professional Development Plan

District Goal: (refer to Strategic Plan)					
School-wide Professional Development Focus: SMART Objective (Student Achievement):					
Teacher Implementation Objective: Learning Implementing					
PLANNING		LEARNING AND IMPLEMENTATION		EVALUATION	
Needs Assessment Based on Data	Resources	Professional Development Activities		Teacher Learning Outcomes (Knowledge/Skills)	Teacher Practice Outcomes (Behaviors)
		<u>Focus</u> (Content/Topic)	<u>Format/Type</u>		

Sample School Professional Development Plan – DCPS Middle School Reading

District Goal: Increase academic achievement for all students.

Objective 1.A: By 2012, the percentage of students who are proficient as defined by FCAT will increase for Reading and the performance gap between subgroups of students as defined by NCLB will be reduced.

School-wide Professional Development Focus: SMART Objective (Student Achievement): By 2010, 75% of all students in grades 6 – 8 will score 3 or above on the FCAT Reading (main idea, plot and purpose).

Teacher Implementation Objective: All teachers will teach and monitor progress of students learning reading skills and strategies (main idea, plot, purpose) through regular application with different genres.

PLANNING		LEARNING AND IMPLEMENTATION		EVALUATION		
Needs Assessment Based on Data	Resources	Professional Development Activities		Teacher Learning Outcomes (Knowledge/Skills)	Teacher Practice Outcomes (Behaviors)	Student Learning Outcomes
Increase students' knowledge and skills for details/facts, main idea/essential message and author's purpose	Ongoing collaboration planning	<u>Focus</u> (Content/Topic) Examine content focus and alignment of assessments with L.A. benchmarks	<u>Format/Type</u> CLC (Lesson Study) (SAI #29, 34) Grade level/content area PLCs/study groups with follow-up in grade level/vertical teams (SAI #16, 34)	Teachers identify and use reading skills and strategies at every thinking level (i.e., Bloom's taxonomy/Webb's Depth of Knowledge)	Teachers use strategies at every thinking level (i.e., Bloom's and Webb's)	Students demonstrate independent practice of reading skills and strategies as they work on their own (measured by formative assessments, walkthroughs, rubrics).
	Reading materials (e.g., leveled books, nonfiction)					
Decrease the number of special education and ESL students	Instructional coach Literacy coach ESL			Teachers		Students

<p>scoring below 3 on FCAT Reading</p> <p>Increase the number of students making AYP in subgroups</p> <p>Design evaluation prior to implementing professional development (SAI #3)</p> <p>Offer teachers multiple learning options (SAI #53)</p>	<p>strategies that work</p> <p>Web-based resources</p> <p>Surveys, reflections, observations, self-assessments</p>	<p>Analysis of instructional practices in relation to student outcomes through formative assessments</p>	<p>Structured Coaching/Mentoring (SAI #16 ,34)</p>	<p>understand and plan using differentiated instructional strategies to meet the needs of diverse learners.</p> <p>Teachers develop knowledge for the effective integration technology as a tool for differentiating instruction.</p>	<p>genres</p> <p>Teachers plan and implement differentiated instruction</p> <p>Teachers consistently model, provide opportunities for guided practice and expect independent practice of reading skills and strategies</p>	<p>develop the knowledge and skills to be able to determine the main idea/essential message in a text and identify relevant details and facts and patterns of organization as measured FCAT Reading.</p>
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Appendix M

Glossary

Action Research: Action research, as defined by the Florida protocol standard, is “a process where participants – who might be teachers, principals, support staff – examine their own practice, systematically and carefully, using the techniques of research.” (Caro-Bruce, C. The Action Research Facilitator’s Handbook. NSDC) Action research consists of 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.

Adequate Yearly Progress (AYP): An individual state's measure of yearly progress toward achieving state academic standards. Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year, according to federal No Child Left Behind (NCLB) legislation. This progress is determined by a collection of performance measures that a state, its school districts, and subpopulations of students within its schools are supposed to meet if the state receives Title I federal funding. In California, the measures include (1) specified percentages of students scoring "proficient" or "advanced" on California Standards Tests in English/language arts and math; (2) participation of a least 95 percent of students on those tests; (3) specified API scores or gains; and (4) for high schools, a specified graduation rate or improvement in the rate. (Ed Source)

Best Practice Daily Lessons: A collection of structured lesson plans with evidence of effectiveness in helping students master benchmarks and learning objectives.

Continuous Learning Cycle (CLC): A structure designed to build capacity in schools and carry out self-directed inquiry around specific instructional needs. The CLC is aimed at developing school-centered, job embedded method for the delivery of professional development in schools.

Curriculum Calendar: An instructional calendar that outlines the specific benchmarks and skills to be taught during the year. It provides a unified approach by scheduling the instruction of targeted benchmarks in alignment with curriculum maps.

Differentiated Instruction: This is also referred to as "individualized" or "customized" instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles. For example, different teaching methods for students with learning disabilities.

Early Dismissal: The DCPS approved Early Dismissal occurs two times per month on alternate Wednesdays. The purpose of early dismissal is to afford teachers additional time for professional learning.

English Speakers of Other Languages (ESOL): Designed to empower teachers of ESOL students develop the ability to provide appropriate, comprehensible, interactive, and

cognitively challenging instruction which will facilitate their language development and academic achievement.

Face to Face Model (FTF): The traditional instructional model whereby a student(s) is sitting in a classroom interfacing with an instructor.

Highly Qualified Teacher: According to NCLB, a teacher who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches. (Ed Source)

Individual Professional Development Plan (IPDP): The educator's Individual Professional Development Plan specifies the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development and contains: a) clearly defined professional learning goals that specify measurable improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning.

Instructional Leadership Team (ILT): School personnel working collaboratively with the primary focus of helping to lead the school's effort at supporting the improvement of teaching and learning with an explicit goal of raising student achievement for all students and narrowing achievement gaps.

Lead Teacher: A teacher within a Lesson Study Group (LSG) or other Professional Learning Community (PLC) who is providing leadership to the group throughout its work. The teacher may also provide coaching to team members. Depending on staffing, a lead teacher may provide leadership to more than one study group. However, the lead teacher must retain some classroom responsibilities to utilize and demonstrate in his/her own classroom the practices that are being studied.

Learning Community: Learning communities are small groups of faculty who meet regularly to study more effective learning and teaching practices. These groups are considered learning communities if they identify new programs or topics to investigate, gather research and studies on new approaches, and share their findings, or implement and study the effectiveness of new practices and share these results with other faculty in the school.

Lesson Study: Lesson Study is a structured type of professional learning community where small groups of teachers work in a continuous cycle of establishing long-term goals, collaboratively developing lesson plans, measuring student work against the goals, and making adjustments to lesson plans and instructional based on the student work. The cycle involves making small measurable changes in the instruction, measuring student responses and learning, and refining the instruction.

Looking at Student Work (LASW): A process that helps educators improve teaching and learning by reflecting deeply on teacher lessons and student work products.

National Staff Development Council (NSDC): The DCPS School Board adopted the NSDC Standards in 2006 to guide professional development in the district.

No Child Left Behind (NCLB): Signed into law by President Bush in 2002, No Child Left Behind sets performance guidelines for all schools and also stipulates what must be included in accountability reports to parents. It mandates annual student testing, includes guidelines for underperforming schools, and requires states to train all teachers and assistants to be "highly qualified".

Professional Development: 'Professional development' is a comprehensive, substantiated and intensive approach to improving teachers' and principals' effectiveness in raising student achievement.

Professional Learning Community: A group of professionals organized around improving instructional practice and student learning.

Response to Intervention: A multi-tiered approach to providing services and interventions to students at increasing levels of intensity based on progress monitoring and data analysis.

S.M.A.R.T. Goal:

Strategic and specific (linked to strategic priorities)

Measurable (able to know whether actions made the difference wanted)

Attainable (within the realm of influence and doable given current resources)

Results-based (aimed at specific outcomes that can be measured or observed)

Time-bound (time frame for achieving the goal)

Safe Harbor: An alternate method for a school to meet Annual Yearly Progress if it shows progress in moving students from scoring at the "below proficient" level to the "proficient" level or above. The state, school districts, and schools may still make AYP if each subgroup that fails to reach its proficiency performance targets reduces its percentage of students not meeting standards by 10 percent of the previous year's percentage, plus the subgroup must meet the attendance rate or graduation rate targets.

School Professional Development Plan (PDP): A school-wide professional development plan includes research and/or evidence based professional development aligned to identified classroom level needs for student achievement, responds to teachers' level of development, and specifies how the plan will be evaluated. The plan is developed collaboratively by the school administrator and School Advisory Council as part of the School Improvement Plan and in collaboration with the district's Professional Development System.

Six R's Model: The Six R's Model is a tool for designing professional development programs that are strategically designated to improve teacher practice. The six steps include:

1. RESULT

What is the result we want to achieve? What is the overarching need that is being met?

2. REQUIREMENTS

What are the learner outcomes we need to achieve? What are the required learning objectives for this professional development course or activity?

3. RESOURCES

What instructional strategies and materials do we need to accomplish these results?

4. REALIZE

How do we implement this program effectively to accomplish the desired results?

5. REVIEW

What did we learn? What was the impact? What was the program's return on investment?

6. REACT

What actions should be taken based on what we learn from the previous step?

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