Shift Your Mindset
Re-Envisioning the Review of Professional Learning

May 16, 2019
Meet Your Facilitators

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Deputy Chancellor

Jenna Evans
Program Specialist
“Every Florida teacher and leader is prepared, developed, supported and supervised by educators who make teaching better.”
“Every day, in every school, every student has a teacher as good as the best teacher any of us ever had.”
Objectives

By the end of our session, participants will

• Have a better understanding of
  • The professional development (PD) review process
  • How the PD review process relates to your work as instructional leaders
  • The importance of embedding this process as part of your continuous improvement cycle

• Build their capacity to be ready to engage in collaborative conversations with professional development directors to impact professional learning planning for the 2019-20 school year
Agenda

Part 1
Professional Development System Review: The Previous Protocol

Part 2
Professional Development System Review: The New Protocol

Part 3
Putting the Review of Professional Learning into Practice
Who’s Who?

*Areas Represented In the Room*

- Professional Development
- Teaching and Learning
- Leadership Development
- School Improvement
- Others
PROFESSIONAL DEVELOPMENT SYSTEM REVIEW: THE PREVIOUS PROTOCOL
Hand Up, Stand Up

• Raise your hand if you have knowledge of the previous PD protocol process.
  • Have you been a part of a review or participated as a district reviewer?
  • Have you heard stories from those who have participated?
Reflections From the Field

The amount of pre-work was overwhelming.

Onsite visits were 3-5 days.
Reflections From the Field

The process encouraged the achievement of a score, rather than improving practice.

The process conflated effective practice at the school and district levels.
PROFESSIONAL DEVELOPMENT SYSTEM REVIEW: THE NEW PROTOCOL
PD Systems Review Protocol

Theory of Action

If we . . .
Improve professional learning

Then we . . .
Improve teacher practice

Which will . . .
Improve student outcomes
PD Systems Review Protocol

A Shift in Direction

To support the shift from a summative evaluation to a developmental evaluation, the protocol will

• Center around an inquiry process
• Look for connections to student and teacher needs
• Position the department and district as partners
PD Review Process Overview

1. Preview Calls
2. District Self-Assessment
3. Review Team Site Visit
4. Reflection and Strategy Setting
5. Follow-Up Support
Protocol Preview Calls

1. Preview Call 1
   - Setting the Stage

2. Preview Call 2
   - Narrowing the Focus

3. Preview Call 3
   - Preparing for the Site Visit
## District Self-Assessment

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
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</thead>
<tbody>
<tr>
<td>Online surveys for district- and school-level stakeholders on professional learning in the district as a whole</td>
<td>District-facilitated, small group discussion on the selected area of focus</td>
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</tbody>
</table>
Review Team Site Visit

Day 1

Morning
Opening Session with District Team

Afternoon
Shared Field Experience

Day 2

Morning
Shared Field Experience

Afternoon
Closing Session with District Team
Who Needs To Be At The Table?

- Using the graphic organizer, think about who would need to “be at the table” from your district and why in the provided scenarios.
- Then, share out with those at your table, noting the differences in district structures.
How Well Do You Know The Standards?

I have no experience with the new PD standards.

I have just started to dig into the new PD standards.

The new PD standards are embedded in our PD work.

I have seen the new standards but have not dug into them yet.

We are beginning to align our PD to the new standards.
Where Do The Standards Come From?

• Section 1012.98, F.S., compels various entities to work together to create a coordinated system of professional development that is aligned to professional learning standards.

  - Department of Education
  - State Education Foundations
  - Public Postsecondary Educational Institutions
  - Consortia
  - Public School Districts and Schools
  - Other Professional Organizations
The “What” and “Why” of Standards

*What are professional standards?*

Professional standards . . .

- Define core expectations for effective practice
- Are evidence-based
- Represent the knowledge, skills, and practices required for successful performance
The “What” and “Why” of Standards

Why are professional standards needed?

Professional standards are needed to . . .

• Ensure equity and excellence in professional learning

• Guide the development and implementation of professional learning

• Establish measures to determine how well professional learning changes educator practices and dispositions to increase student outcomes
## Standards Development

### Format and Structure

<table>
<thead>
<tr>
<th>Domains</th>
<th>Standards</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Broad categories of knowledge and skill</td>
<td>Distinct, generalized statements that outline a particular professional competency or expectation</td>
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</table>
Professional Learning Standards

Domains

<table>
<thead>
<tr>
<th>0</th>
<th>Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Needs Assessment and Planning</td>
</tr>
<tr>
<td>2</td>
<td>Learning</td>
</tr>
<tr>
<td>3</td>
<td>Implementing</td>
</tr>
<tr>
<td>4</td>
<td>Evaluating</td>
</tr>
</tbody>
</table>

Domains of Florida’s Professional Learning Standards
Professional Learning Standards

Domain 0: Foundation

Standard 0.1: Leadership

Professional learning requires leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.
Professional Learning Standards

Domain 1: Needs Assessment and Planning

<table>
<thead>
<tr>
<th>Standard 1.1: Professional Learning Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 1.2: Professional Learning Resources</th>
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</thead>
<tbody>
<tr>
<td>Professional learning requires schools and systems to maximize and monitor the use of resources to continually improve educator practice and student outcomes.</td>
</tr>
</tbody>
</table>
## Professional Learning Standards

### Domain 2: Learning

<table>
<thead>
<tr>
<th>Standard 2.1: Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.</td>
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<table>
<thead>
<tr>
<th>Standard 2.2: Learning Designs</th>
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<tbody>
<tr>
<td>Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes.</td>
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</table>
Professional Learning Standards

Domain 3: Implementing

Standard 3.1: Implementation of Learning

Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.
# Professional Learning Standards

## Domain 4: Evaluating

<table>
<thead>
<tr>
<th>Standard 4.1: Evaluation of Professional Learning</th>
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<tbody>
<tr>
<td>Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform decisions about future professional learning.</td>
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</table>
PUTTING THE REVIEW OF PROFESSIONAL LEARNING INTO PRACTICE
### Professional Learning Standards

#### Standard 2.1: Learning Outcomes

Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

#### Indicators

Examples of this standard in practice include:

- Using identified student learning needs to make decisions about professional learning content and outcomes
- Defining clear expectations and learning outcomes that specify what educators need to know and do in relation to educator performance standards
- Creating coherence by ensuring outcomes build on previous professional learning or knowledge
Professional Learning Standards

Gap Analysis Activity

Florida’s Professional Learning Standards
Gap Analysis Template

Domain 2: Learning
Standard 2.1: Learning Outcomes – Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

<table>
<thead>
<tr>
<th>Indicator (i.e., examples of the standard in practice)</th>
<th>Questions To Consider</th>
<th>Current State</th>
<th>Potential Actions To Take</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using identified student learning needs to make decisions about professional learning content and outcomes</td>
<td>Do student learning needs serve as the core content for educator professional learning to deepen educators’ content knowledge, pedagogical content knowledge, and understanding of how students learn the specific discipline?</td>
<td></td>
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<tr>
<td></td>
<td>Did the district use various sources and types of student outcomes data to determine educator learning needs?</td>
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<tr>
<td></td>
<td>Did the district use student outcomes data to inform the content of the activity?</td>
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<td></td>
<td>Does the activity integrate student curriculum and standards?</td>
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Volunteer Opportunity

*PD Review Protocol Pilot*

- If your district is interested in participating in the protocol pilot, please reach out to Jenna Evans at Jenna.Evans@fldoe.org.
Thank you!