

*DRAFT*

**Florida Department of Education**

**Professional Development System  
Evaluation Protocol**

**Protocol System**

by

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# Florida Department of Education Professional Development System Evaluation Protocol Protocol System

## Introduction

The 2000 Florida Legislature enacted new legislation to improve the quality of the professional development system for public education, building on major changes enacted in the 1998 and 1999 legislative sessions. Current law specifies in 231.600 (6) F.S. that:

*The Department of Education shall design methods by which the state and district school boards may evaluate and improve the professional development system. The evaluation must include an annual assessment of data that indicates progress or lack of progress of all students. If the review of the data indicates progress, the department shall identify the best practices that attributed to the progress. If the review of the data indicates a lack of progress, the department shall investigate the causes of lack of progress, provide technical assistance, and require the school district to employ a different approach to professional development. The department shall report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. This report must include the results of the department's investigation and of any intervention provided.*

Previous legislation had included these requirements:

*Each school district shall design a system, approved by the Department of Education, for the professional growth of instructional personnel that links and aligns inservice activities with student and instructional personnel needs as determined by school improvement plans, annual school reports, student achievement data, and performance appraisal data of teachers and administrators. Inservice activities shall primarily focus on subject content and teaching methods, including technology, as related to the Sunshine State Standards; assessment and data analysis; classroom management; and school safety.*



Previous proviso language stipulated that:

*To be eligible to receive funds ... districts must have a professional development system approved by the Department of Education and must require school principals to establish and maintain individual professional development plans for each instructional employee. The need for any training activity defined in a teacher's professional development plan must clearly be related to specific performance data for the students to whom the teacher is assigned. Plans must include clearly defined training objectives and specific and measurable improvements in student performance that are expected to result from the training activity. Plans must also include an evaluation component; principals must measure the extent to which each training activity did accomplish the student performance gains that were predicted to result from the training activity.*

*The evaluation shall include, but not be limited to, an identification of student performance data used to define training needs as well as a description and evaluation of methods used to measure the success of training.*

The Department has contracted with Evaluation Systems Design, Inc. (ESDI) of Tallahassee, Florida to develop and pilot test the Professional Development System Evaluation Protocol specified in the proviso language and to generate a report for delivery to the Commissioner of Education for the Legislature. This document contains specifications for and an outline of the Professional Development System Evaluation Protocol.

### **Purposes and Components of the Professional Development System Evaluation Protocol**

The purposes of the new Professional Development System Evaluation Protocol are to:

1. Ensure the highest quality district, school, and faculty Professional Development Systems in Florida to support instructional programs throughout the state.
2. Provide the Commissioner of Education, Secretary of Education, and Legislature with information each year on the quality of the district Professional Development Systems.
3. Provide Florida school districts with the methods and protocols needed to conduct ongoing assessments of the quality of professional development in their schools.



Components of the new Professional Development System Evaluation Protocol will include:

- ◆ Design methods by which the state and district school boards may evaluate and improve the professional development system.
- ◆ An annual assessment of data that indicates progress or lack of progress of all students.
- ◆ Methods for the department to use to identify the best practices occurring if the review of the data indicates progress.
- ◆ Methods for the department to use to investigate the causes of lack of progress if the review of the data indicates a lack of progress, and methods for providing technical assistance and requiring the school district to employ a different approach to professional development.
- ◆ Formats and timeframes for the department to report annually to the State Board of Education and the Legislature any school district that, in the determination of the department, has failed to provide an adequate professional development system. The report formats will include the results of the department's investigation and of any intervention provided.

### **Overview of the System**

The new Professional Development System Evaluation Protocol is based on a set of standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida's laws. These standards have been generated from the statements in Florida's laws as well as the professional development standards generated by the *National Staff Development Council (NSDC)* entitled *Standards for Staff Development*. (See Appendix A)

The new Professional Development System Evaluation Protocol will be designed for use by the:

- ◆ Department through site visits to districts to form state-wide conclusions on the quality of professional development in the state.
- ◆ District staff through site visits to schools to form district-wide conclusions on the quality of professional development in the district.
- ◆ School staff and School Advisory Councils as a self-check on the quality of professional development in the school.



The standards forming the basis of Florida's new Professional Development System Evaluation Protocol incorporate the NSDC standards within a framework reflecting the requirements of Florida law related to professional development. An analysis depicting the relationship of the NSDC standards and the standards for Florida's Professional Development System Evaluation Protocol is displayed in Appendix B.

The standards will form the basis for a checklist used by reviewers to judge the quality of the professional development system at each level. Sampling will be employed to reduce the cost and time needed to form state-level and district-level conclusions. Recommendations for sampling are contained in later sections of this document.

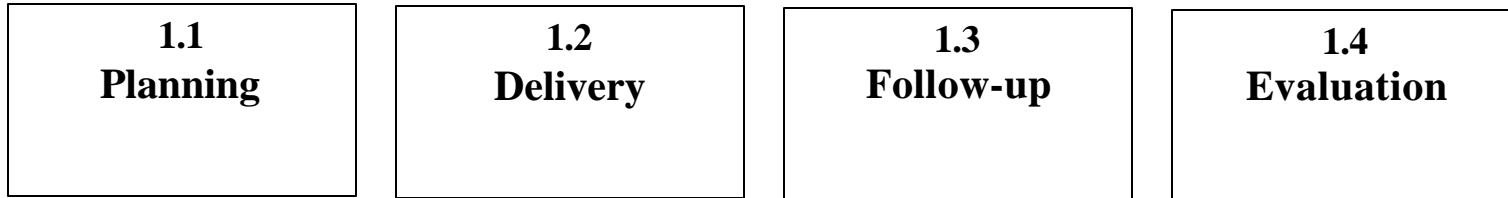
The standards reflect three levels of the Professional Development System:

- 1.0 Faculty Level
- 2.0 School Level
- 3.0 District Level

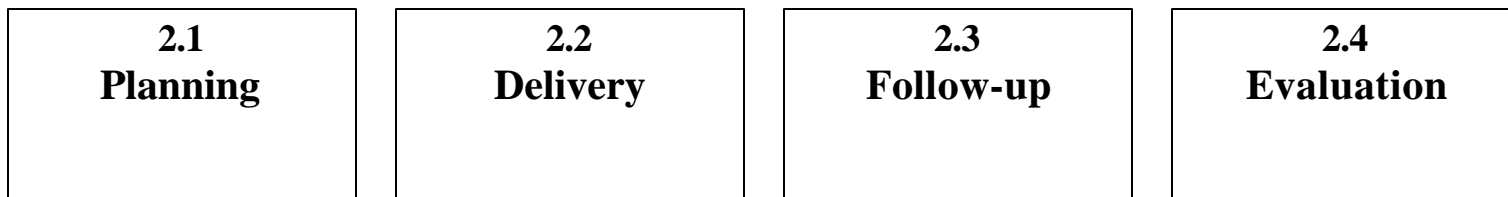
Figure 1 presents a schematic displaying the three levels. Note that the Florida Department of Education, Bureau of Educator Recruitment and Professional Development provides support and assistance to professional development activities and services in Florida's public school districts and is displayed as a supporting service at the bottom of the figure.

**Figure 1**  
**Professional Development System Evaluation Protocol Standards**

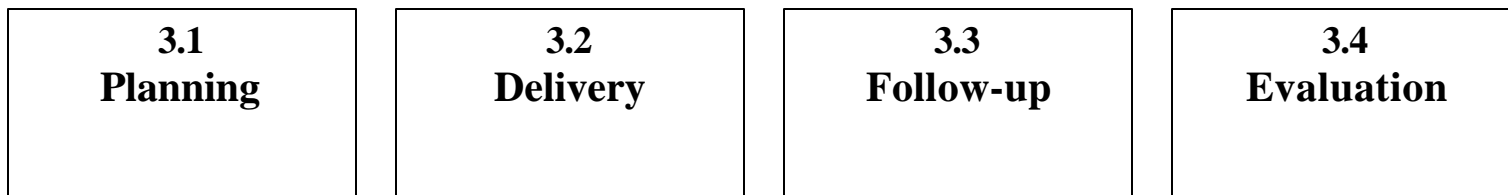
**1.0 Faculty Level**



**2.0 School Level**



**3.0 District Level**



Supported by the Florida Department of Education, Bureau of Educator Recruitment and Professional Development



## **Protocol Standards**

### **1. Faculty Level**

#### **1.1. Planning**

- 1.1.1. **Individual Needs Assessment:** The faculty member reviews classroom-level reports of disaggregated student achievement data by content area and skills in addition to school initiatives, the School Improvement Plan, teacher certification needs, professional growth interests, and other information to identify individual needs for additional professional development.
- 1.1.2. **Administrator Review.** The faculty member meets with the school administrator to determine any additional training needs based on performance appraisal data and school or grade level priorities.
- 1.1.3. **Priority of Needs:** First priority in determining professional development is given to needs identified through disaggregated classroom-level student achievement data.
- 1.1.4. **Individual Professional Development Plan:** The Individual Professional Development Plan (IPDP) is directly related to specific student performance data for those areas to which the teacher is assigned, contains clearly defined training objectives, specifies measurable improvement in student performance resulting from the training activity, and includes an evaluation component with measurement of the extent to which training activity accomplished the predicted student achievement improvements.
- 1.1.5. **Content:** Training activities in the plan focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.

#### **1.2. Delivery**

- 1.2.1. **Relevance of Professional Development:** The training objectives of the delivered training reflect directly the objectives specified in the IPDP.
- 1.2.2. **Learning Strategies:** The learning strategies used in the delivered training are appropriate to the intended goal of the training.
- 1.2.3. **Sustained Training.** Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the faculty member.
- 1.2.4. **Modes of Delivery:** The delivery modes for the training apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.
- 1.2.5. **Use of Technology:** Training is delivered through a variety of technologies that support individual learning.



### **1.3. Follow-up**

- 1.3.1. **Transfer to Students:** The faculty member uses the knowledge and skills learned in training to instruct students in the classroom.
- 1.3.2. **Coaching and Mentoring:** The trainers or others provide support and assistance through coaching and mentoring to the faculty member to ensure appropriate application of the knowledge and skills in the classroom
- 1.3.3. **Ongoing Assistance:** Coaching and mentoring continues as needed until the faculty member is implementing the new knowledge and skills correctly.

### **1.4. Evaluation**

- 1.4.1. **Implementing the Plan:** The faculty member and school administrator conduct an evaluation that documents that the IPDP was implemented as written or revised.
- 1.4.2. **Transfer into Classroom:** The evaluation documents that the faculty member applied the newly learned knowledge and skills in the classroom.
- 1.4.3. **Student Changes:** The faculty member documents the student performance gains resulting from each training activity compared with the results that were predicted to occur from the training activity.
- 1.4.4. **Evaluation Methods:** Evaluations of the effect of training on student achievement should be demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, and checklists of performance when appropriate.
- 1.4.5. **Action Research:** Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.
- 1.4.6. **Use of Results:** The faculty member uses the results of the IPDP evaluation as part of the needs assessment process for the next school year's IPDP development and to discontinue professional development if it does not demonstrate improvements in student performance.

## **2. School Level**

### **2.1. Planning**

- 2.1.1. **School Needs Assessment:** The school conducts an annual needs assessment that includes a classroom-by-classroom analysis of disaggregated student achievement data by content area and skills and surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.
- 2.1.2. **Reviewing Professional Development Plans:** The school administrator determines the extent to which each training activity on each IPDP for the previous year accomplished the student performance gains that were predicted to result from the training activity, and identifies any unmet needs or undelivered training.



- 2.1.3. **Reviewing Annual Performance Appraisal Data:** The school administrator reviews the results from annual performance appraisals of faculty and uses these results in determining professional development for individual faculty members and the school.
- 2.1.4. **Coordinating with SIP:** The planning process for school-level professional development is conducted in conjunction with and considers needs, goals, and objectives identified in the School Improvement Plan to meet Goal 3, including training needed for school-wide or content area changes and improvements.
- 2.1.5. **Generating a School-wide Professional Development System:** As part of the School Improvement Plan, the school administrator and School Advisory Council generate a school-wide Professional Development System that is aligned and linked with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and school and district strategic planning.
- 2.1.6. **Content:** Training activities specified in the school's professional development system focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.
- 2.1.7. **Learning Communities:** The school organizes adults into learning communities whose goals are aligned with those of the school and district.

## **2.2. Delivery**

- 2.2.1. **Relevance of Professional Development:** The training objectives of the delivered training reflect directly the objectives specified in the school's Professional Development System.
- 2.2.2. **Learning Strategies:** The learning strategies used in the delivered training are appropriate to the intended goals of the training.
- 2.2.3. **Sustained Training.** Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.
- 2.2.4. **Modes of Delivery:** The delivery modes for the training apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback
- 2.2.5. **Use of Technology:** Training is delivered through a variety of technologies that support individual learning.
- 2.2.6. **Resources:** Sufficient resources (time and dollars) are available to implement the planned professional development.



### **2.3. Follow-up**

- 2.3.1. **Transfer to Students:** The participants use the knowledge and skills learned in training to instruct students in the classroom.
- 2.3.2. **Coaching and Mentoring:** The trainers or others provide support and assistance through coaching and mentoring to the participants to ensure appropriate application of the knowledge and skills in the classroom.
- 2.3.3. **Ongoing Assistance:** Coaching and mentoring continues as needed until the participants are implementing the new knowledge and skills correctly.

### **2.4. Evaluation**

- 2.4.1. **Implementing the System:** The school conducts an evaluation that documents that the school-wide Professional Development System was implemented as written or revised.
- 2.4.2. **Transfer into Classroom:** The evaluation documents that faculty members applied the newly learned knowledge and skills in the classroom.
- 2.4.3. **Student Changes:** The evaluation documents the student performance gains resulting from each training activity compared with the results that were predicted to occur from the training activity.
- 2.4.4. **Evaluation Methods:** Evaluations of the effect of training on student achievement should be demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, action research, and checklists of performance when appropriate.
- 2.4.5. **Use of Results:** The school administrator and SAC use the results of the school-level evaluation as part of the needs assessment process for the next school year's professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.
- 2.4.6. **Expenditures:** The school administrator documents the total expenditure of resources for professional development and include a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.

## **3. District Level**

### **3.1. Planning**

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



- 3.1.2. **Generating a District-wide Professional Development System:** Based on the needs assessment, the district generates a district-wide Professional Development System that is aligned and linked with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning.
- 3.1.3. **Content:** Training activities in the district's Professional Development System focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.
- 3.1.4. **Trainers:** The district's professional development system includes processes to disseminate knowledge of the NSDC standards through skilled trainers and/or principals.

### **3.2. Delivery**

- 3.2.1. **Relevance of Professional Development:** The training objectives of the delivered training reflect directly the student achievement objectives of the school district and specify the outcome expectations of course offerings.
- 3.2.2. **Learning Strategies:** The learning strategies used in the delivered training are appropriate to the intended goals of the training.
- 3.2.3. **Sustained Training.** Training delivered is sufficiently sustained and intense to ensure mastery of the needed skills by the participants.
- 3.2.4. **Modes of Delivery:** The delivery modes for the training apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback
- 3.2.5. **Use of Technology:** Training is delivered through a variety of technologies that support individual learning.
- 3.2.6. **Resources:** Sufficient resources (time and dollars) are available to implement the planned professional development.
- 3.2.7. **Coordinated Records:** The district maintains up-to-date records for all professional development including certification and inservice points that is easily accessible by school faculty and administrators.
- 3.2.8. **Leadership:** The district recognizes and supports professional development as a key strategy for supporting significant improvements.
- 3.2.9. **Growing the Organization:** The district seeks out and fosters professional development and promotion for employees with potential.

### **3.3. Follow-up**

- 3.3.1. **Transfer to Students:** The district documents systematically the extent to which participants use the knowledge and skills learned in training to instruct students in the classroom.
- 3.3.2. **Coaching and Mentoring:** The district incorporates into training coaching and mentoring activities for participants to ensure appropriate application of the knowledge and skills in the classroom that continues as needed until participants are implementing the new knowledge and skills correctly.
- 3.3.3. **Web-based Resources and Assistance:** The district provides school administrators and faculty with follow-up web-based resources, assistance, and discussion groups related to the training completed.
- 3.3.4. **Follow-up Coordination:** The district coordinates the follow-up services provided across multiple schools receiving training.

### **3.4. Evaluation**

- 3.4.1. **Implementing the System:** The district conducts a formal evaluation of professional development that documents the extent to which planned professional development was implemented, and information on the extent of participation across schools and subgroups.
- 3.4.2. **Transfer into Classroom:** At least 10% of the professional development conducted throughout the district will include a formal evaluation documenting that faculty members applied the newly learned knowledge and skills in the classroom.
- 3.4.3. **Student Changes:** The evaluation documents the student performance gains resulting from each training activity compared with the results that were predicted to occur from the training activity.
- 3.4.4. **Evaluation Methods:** Evaluations of the effect of training on student achievement should be demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, action research, and checklists of performance when appropriate.
- 3.4.5. **Use of Results:** The district uses the results of the district-level evaluation as part of the needs assessment process for the next school year's district professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.
- 3.4.6. **Expenditures:** The district documents the total expenditure of resources for professional development and includes a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.
- 3.4.7. **Student Gains:** The district's school grades demonstrate overall increases.



### **Judgment Scales**

It is anticipated that the standards listed above, when finalized, will form the basis for a checklist used by reviewers to judge the quality of the professional development system for each school district. The rating scale to be employed on the checklist will be:

1. Unacceptable:	Little or no evidence that the district is implementing the standard
2. Marginal:	Some but inconsistent evidence that the district is implementing the standard (observed in a few faculty or schools, a few components of the standard)
3. Good:	Considerable evidence that the district is implementing the standard (observed in many faculty and schools, many components of the standard)
4. Excellent:	Pervasive evidence that the district is implementing the standard (almost all faculty and schools, almost all components of the standard)

After reviewing results from all data collection, the team of reviewers will assign one overall rating to each standard for the entire district. Results from school visits will be maintained only as working papers and used only for the purpose of generating the ratings by standard for the district. To increase the use of the results, district ratings on individual standards will be combined within sections to provide a profile of each school district.

### **Logistics**

**Site Visits to Districts.** ESDI anticipates that the methodology will employ onsite visits to school districts to apply the Professional Development System Evaluation Protocol. Site visits will include:

- A. Interviews with district-level staff including the directors of staff development, curriculum and instruction, and testing/assessment.
- B. Reviews of documents depicting and supporting the development process for the Professional Development System including the ways in which these items were incorporated into the process: school improvement plans, annual performance appraisal data for teachers/administrators, annual school reports, and student achievement data.
- C. Reviews of memos and directives to school principals concerning the Professional Development System.
- D. Site visits to selected schools (elementary, middle, and high) where reviewers will interview the principal and the chair of the School Advisory



Council, conduct a focus group meeting with selected teachers, and review individual professional development plans for instructional personnel.

It is anticipated that the site visits will be conducted by 2-4 reviewers for 1-3 days. Reviewers will include staff from the Department and directors of staff development from other school districts not located in the region of the district being reviewed. Note that these site visits do not require districts or schools to collect additional data or administer surveys of participants in their professional development system. Information will be gathered through interviews and reviews of existing documents at all three levels of the professional development system.

### **Sampling**

Purposeful sampling will be used to determine the number of districts to visit each year and the number of schools within the district. It is anticipated that a 4-year cycle of district visits will be conducted by the Department to include reviews of the quality of the Professional Development System in all school districts over this time period. A four-year cycle would result in 16-17 districts visited each year for a personnel expenditure of approximately 75 person days each year. Larger districts will require larger teams of reviewers and larger numbers of schools visited. Table 1 presents examples of the relationship between the size of the district, the selection of the schools for the site visits, and the size of the team and visit length.

<b>Table 1</b>		
<b>District Size, School Selection, Team size, and Visit Length</b>		
<b>District Size</b>	<b>Number of Schools Selected</b>	<b>Team Size/Visit Length</b>
Small	3-4	2 reviewers/1 day
Medium	6-9	3 reviewers/2 days
Large	10-15	4 reviewers/3 days

### **Data Analysis**

The data analysis system will be generated following approval of the standards and rating scale. It is anticipated at this point in time that for the state review of school districts, one overall rating will be recorded for each standard. Summaries across standards by sections may provide useful information as well. Thus, a district might receive a rating of 4 on standard 1.1.1, Individual Needs Assessment, 5 on 1.1.2, Administrator Review, 3 on 1.1.3, Priority of Needs, and 5 on Individual Professional Development Plan with a



combined rating of 4.25 for Faculty Level Planning, 1.1. This type of data aggregation will be tested during the field trials of the system.

## **Reporting**

The Department will generate a report for the district that documents the results of the site visit, areas of strength, and any areas in need of improvement. Districts will be provided an opportunity to review the report for errors in fact prior to public release. These reports will be summarized each year for a report to the Commissioner and Legislature documenting the quality of the professional development systems across the state.

## **Timeline for Implementation**

It is recommended that the Department begin implementing this system with the 2002-2003 school year to allow sufficient lead time to school districts and dissemination to districts and schools of the standards that form the basis of the system.

## **District and School Use**

It is anticipated that the districts and schools will be able to use a variation of the state system as methods for conducting self-checks of their professional development systems. Following field testing in six districts and revisions, a draft of the district and school protocols will be generated. Note that use of the system is not mandated, but will be a district and school option for improving professional development.



## **Appendix A**

### **National Staff Development Council (NSDC) Standards for Staff Development**



## NSDC Standards for Staff Development

(Revised, 2001)

### CONTEXT STANDARDS

#### **Staff development that improves the learning of all students:**

- ◆ **Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)**
  - ✓ In this school/district, small learning teams are a primary component of the staff development plan.
  - ✓ In this school/district, all teachers are part of ongoing, school-based learning teams that meet several times a week to plan instruction, examine student work, and/or solve problems.
  - ✓ In this school/district, school faculties and learning teams focus on school and district goals.
  
- ◆ **Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)**
  - ✓ In this school/district, collective bargaining agreements (teacher contracts), calendars, daily schedules, and incentive systems support staff development.
  - ✓ In this school/district, leaders recognize staff development as a key strategy for supporting significant improvements.
  - ✓ In this school/district, administrators and teacher leaders develop knowledge and skills necessary to be staff development leaders.
  
- ◆ **Requires resources to support adult learning and collaboration. (Resources)**
  - ✓ In this school/district, staff development occurs primarily during the school day.
  - ✓ In this school/district, at least 10 percent of the district's budget is dedicated to staff development.
  - ✓ In this school/district, 25 percent of an educator's workday is used for staff development.



## PROCESS STANDARDS

### **Staff development that improves the learning of all students:**

- ◆ **Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)**
  - ✓ In this school/district, data on student learning provide focus for staff development efforts.
  - ✓ In this school/district, teachers gather evidence of improvements in student learning in their classrooms to determine the effects of their staff development on their students.
  - ✓ In this school/district, data are disaggregated to ensure equitable treatment of all sub-groups of students.
  
- ◆ **Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)**
  - ✓ In this school/district, various types of evidence are used to improve the quality of staff development (formative evaluation).
  - ✓ In this school/district, various types of evidence are used to determine whether staff development achieved its intended outcomes (summative evaluation).
  - ✓ In this school/district, the evaluation of staff development consistently includes all of the following: data concerning knowledge gained by participants, level of implementation, and changes in student learning.
  
- ◆ **Prepares educators to apply research to decision making. (Research-Based)**
  - ✓ In this school/district, staff development prepares educators to be skillful users of educational research.
  - ✓ In this school/district, teams of teachers and administrators methodically study research before adopting improvement strategies.
  - ✓ In this school/district, pilot studies and action research are used when appropriate to test the effectiveness of new approaches when research is contradictory or does not exist.
  
- ◆ **Uses learning strategies appropriate to the intended goal. (Design)**
  - ✓ In this school/district, educators participate in a variety of learning strategies to achieve staff development goals.
  - ✓ In this school/district, technology supports educators' individual learning.
  - ✓ In this school/district, a variety of follow-up activities follow every major change initiative.



- ◆ **Applies knowledge about human learning and change. (Learning)**
  - ✓ In this school/district, staff development learning methods mirror, as closely as possible, the methods teachers are expected to use with their students.
  - ✓ In this school/district, staff development regularly offers opportunities to practice new skills and receive feedback on the performance of those skills.
  - ✓ In this school/district, staff development leaders gather and use information about individuals' concerns about staff development initiatives to design interventions and follow-up strategies.
  
- ◆ **Provides educators with the knowledge and skills to collaborate. (Collaboration)**
  - ✓ In this school/district, staff development prepares educators to be skillful members of various groups (for instance, school improvement committees, grade-level teams).
  - ✓ In this school/district, staff development provides educators with the skills necessary to surface and productively manage conflict.
  - ✓ In this school/district, staff development prepares educators to use technology to collaborate.

## **CONTENT STANDARDS**

### **Staff development that improves the learning of all students:**

- ◆ **Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)**
  - ✓ In this school/district, educators learn how to create schoolwide practices that convey respect for students, their families, and students' cultural backgrounds.
  - ✓ In this school/district, staff development prepares educators to establish learning environments that communicate high expectations for the academic achievement of all students.
  - ✓ In this school/district, educators learn how to adjust instruction and assessment to match the learning requirements of individual students.



- ◆ **Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)**
  - ✓ In this school/district, teachers have many opportunities to develop deep knowledge of their content.
  - ✓ In this school/district, staff development expands teachers' instructional methods appropriate to specific content areas.
  - ✓ In this school/district, staff development teaches classroom assessment skills that allow teachers to regularly monitor gains in student learning.
  
- ◆ **Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)**
  - ✓ In this school/district, staff development prepares leaders to build consensus among educators and community members concerning the overall mission and goals for staff development.
  - ✓ In this school/district, staff development prepares educators to create relationships with parents to support student learning.
  - ✓ In this school/district, technology is used to communicate with parents and the community.



## **Appendix B**

**Analysis Depicting the Relationship of the**

**NSDC standards**

**and**

**Florida's Professional Development System Evaluation  
Protocol Standards**





<p>2.2.6 3.2.6</p>	<ul style="list-style-type: none"> <li>◆ <b>Requires resources to support adult learning and collaboration. (Resources)</b> <ul style="list-style-type: none"> <li>✓ In this school/district, staff development occurs primarily during the school day.</li> <li>✓ In this school/district, at least 10 percent of the district’s budget is dedicated to staff development.</li> <li>✓ In this school/district, 25 percent of an educator’s workday is used for staff development.</li> </ul> </li> </ul>
<p>1.1.1 1.4.3 1.4.4 2.1.1 2.1.5 2.4.3 3.1.1 3.1.2</p> <p>1.4.2 1.4.3 1.4.4 1.4.5 2.4.2 2.4.3 2.4.4 2.4.5</p>	<p><b><u>PROCESS STANDARDS</u></b></p> <p><b>Staff development that improves the learning of all students:</b></p> <ul style="list-style-type: none"> <li>◆ <b>Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)</b> <ul style="list-style-type: none"> <li>✓ In this school/district, data on student learning provide focus for staff development efforts.</li> <li>✓ In this school/district, teachers gather evidence of improvements in student learning in their classrooms to determine the effects of their staff development on their students.</li> <li>✓ In this school/district, data are disaggregated to ensure equitable treatment of all sub-groups of students.</li> </ul> </li> <li>◆ <b>Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)</b> <ul style="list-style-type: none"> <li>✓ In this school/district, various types of evidence are used to improve the quality of staff development (formative evaluation).</li> <li>✓ In this school/district, various types of evidence are used to determine whether staff development achieved its intended outcomes (summative evaluation).</li> <li>✓ In this school/district, the evaluation of staff development consistently includes all of the following: data concerning knowledge gained by participants, level of implementation, and changes in student learning.</li> </ul> </li> </ul>



1.4.4 2.4.4 3.4.4	<ul style="list-style-type: none"><li>◆ <b>Prepares educators to apply research to decision making. (Research-Based)</b><ul style="list-style-type: none"><li>✓ In this school/district, staff development prepares educators to be skillful users of educational research.</li><li>✓ In this school/district, teams of teachers and administrators methodically study research before adopting improvement strategies.</li><li>✓ In this school/district, pilot studies and action research are used when appropriate to test the effectiveness of new approaches when research is contradictory or does not exist.</li></ul></li></ul>
1.2.1 1.2.2 1.2.4 1.2.5 1.3.2 2.2.1 2.2.2 2.2.4 2.2.5 2.3.2 2.3.3 3.2.1 3.2.2 3.2.4 3.2.5	<ul style="list-style-type: none"><li>◆ <b>Uses learning strategies appropriate to the intended goal. (Design)</b><ul style="list-style-type: none"><li>✓ In this school/district, educators participate in a variety of learning strategies to achieve staff development goals.</li><li>✓ In this school/district, technology supports educators' individual learning.</li><li>✓ In this school/district, a variety of follow-up activities follow every major change initiative.</li></ul></li></ul>
1.2.4 2.2.4 3.2.4	<ul style="list-style-type: none"><li>◆ <b>Applies knowledge about human learning and change. (Learning)</b><ul style="list-style-type: none"><li>✓ In this school/district, staff development learning methods mirror, as closely as possible, the methods teachers are expected to use with their students.</li><li>✓ In this school/district, staff development regularly offers opportunities to practice new skills and receive feedback on the performance of those skills.</li><li>✓ In this school/district, staff development leaders gather and use information about individuals' concerns about staff development initiatives to design interventions and follow-up strategies.</li></ul></li></ul>



	<ul style="list-style-type: none"><li>◆ <b>Provides educators with the knowledge and skills to collaborate. (Collaboration)</b><ul style="list-style-type: none"><li>✓ In this school/district, staff development prepares educators to be skillful members of various groups (for instance, school improvement committees, grade-level teams).</li><li>✓ In this school/district, staff development provides educators with the skills necessary to surface and productively manage conflict.</li><li>✓ In this school/district, staff development prepares educators to use technology to collaborate.</li></ul></li></ul>
1.1.6 2.1.6 3.1.3  1.1.6 2.1.6 3.1.3	<p><b><u>CONTENT STANDARDS</u></b></p> <p><b>Staff development that improves the learning of all students:</b></p> <ul style="list-style-type: none"><li>◆ <b>Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)</b><ul style="list-style-type: none"><li>✓ In this school/district, educators learn how to create schoolwide practices that convey respect for students, their families, and students’ cultural backgrounds.</li><li>✓ In this school/district, staff development prepares educators to establish learning environments that communicate high expectations for the academic achievement of all students.</li><li>✓ In this school/district, educators learn how to adjust instruction and assessment to match the learning requirements of individual students.</li></ul></li><li>◆ <b>Deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)</b><ul style="list-style-type: none"><li>✓ In this school/district, teachers have many opportunities to develop deep knowledge of their content.</li><li>✓ In this school/district, staff development expands teachers’ instructional methods appropriate to specific content areas.</li><li>✓ In this school/district, staff development teaches classroom assessment skills that allow teachers to regularly monitor gains in student learning.</li></ul></li></ul>



	<ul style="list-style-type: none"><li>◆ <b>Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)</b><ul style="list-style-type: none"><li>✓ In this school/district, staff development prepares leaders to build consensus among educators and community members concerning the overall mission and goals for staff development.</li><li>✓ In this school/district, staff development prepares educators to create relationships with parents to support student learning.</li><li>✓ In this school/district, technology is used to communicate with parents and the community.</li></ul></li></ul>
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