


<p>No. FY 2009-3 March 2009 Education Information and Accountability Services</p>	 <b>Florida</b> <b>Department of Education</b>	<p><b>Refer Database Questions To:</b> Teresa Sancho (850) 245-9075 <a href="mailto:teresa.sancho@fldoe.org">teresa.sancho@fldoe.org</a>  <b>Refer Program Questions To:</b> Henry Pollock (850) 245-0546 <a href="mailto:henry.pollock@fldoe.org">henry.pollock@fldoe.org</a></p>
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## TECHNICAL ASSISTANCE PAPER

### School Community Professional Development Act Data Collection on the Automated Staff Information System

#### Purpose

- To explain the background and requirements for data collection in this area
- To explain the process for reporting professional development data
- To help districts improve the quality of professional development data

#### Background

The 2000 Florida Legislature enacted legislation to improve the quality of the professional development system for public schools. ***The School Community Professional Development Act (F.S. 1012.98)*** specified 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.
- Each 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; parent involvement and school safety.
- Previous proviso language required that school principals establish and maintain individual professional development plans for each instructional employee. 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.

In order to meet and support these requirements, the Department developed the Florida Professional Development System Evaluation Protocol specified in the proviso language. The Protocol is based on a set of 66 standards organized into 3 levels

(Faculty, School and District) and 4 strands for each level (Planning, Delivery, Follow-up and Evaluation).

In 2004, the Legislature required (in Appropriations Act proviso language), that for Teacher Professional Development Programs, funds would not be disbursed to any district until the superintendent certified the accuracy of the staff professional development participation hours reported to the Department of Education.

### **Data Collection and Reporting Requirements**

**Professional Development Component Number** - The component number is a unique seven-digit number assigned by the district to each individual professional development component. It is composed of the following codes:

- **Position 1: Function** – a one-digit code which identifies the principal focus of the component - the eight areas as listed in F.S. 1012.98(4)(b)(2).
- **Positions 2-4: Focus Area** – a three digit code which identifies the principal subject area upon which the component focuses.
- **Positions 5-7: Sequential Number** – a three-digit code which assigns a sequential number (001-999) to each component within the same function and focus area.

**Participant Data** – Data based upon each staff member’s unique requirements and needs for participating in that professional development activity. The district’s master plan lists all of the codes that may apply for each area when a staff member completes the component and requests credit.

- **Primary Purpose** - A one-character code to describe the primary purpose (50 percent or more) of the professional development.
  - A. Add-on Endorsement
  - B. Alternative Certification
  - C. Florida Educator Certificate Renewal
  - D. Other Professional Certificate/License Renewal
  - E. Professional Skill Building
  - F. W. Cecil Golden Professional Development Program for School Leaders
  - G. Approved District Leadership Development Program
- **Delivery Method** - A one-character code to describe the primary means (50 percent or more) of instructional delivery of the professional development component knowledge.
  - A. Workshop
  - B. Electronic, Interactive
  - C. Electronic, Non-Interactive
  - D. Study Group/Learning Community
  - E. Action Research
  - F. Independent Study (Only in specific instances where the delivery method of a required component is unable to be completely aligned with the Standards may this be considered as an option.)

- **Follow-up Method** - A one-character code to describe the primary means (50 percent or more) prescribed to follow-up on the professional development component knowledge acquisition.
  - M. Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
  - N. Action Research related to training (should include evidence of implementation)
  - O. Collaborative Planning related to training
  - P. Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
  - Q. Study group participation
  - R. Electronic – interactive
  - S. Electronic – non-interactive
  
- **Evaluation Method** - A one-character code to describe the primary means (50 percent or more) of evaluation of the impact of the professional development.
  - A. Results of district-developed/standardized student test
  - B. Results of school-constructed student test
  - C. Portfolios of student work
  - D. Checklists of student performance
  - E. Charts and graphs of student progress
  - F. Other performance assessment
  
- **Participation Hours** - The number of hours of participation in each professional development component (must not exceed 120 hours).

### **Data Reporting Process**

Required Professional Development data elements are collected by districts and submitted annually to the Department during Survey 5 at the conclusion of each school year.

- **Professional Development Components** – provides data on the focus and subject area of the professional development offered by districts each year as required in F.S. 1012.98.
  
- **Participant Data** – provides data on the professional development needs of each participant completing a professional development component to comply with proviso language establishing the Florida Professional Development System Evaluation Protocol.

### **Improving Data Collection**

The two elements of data collection in the area of professional development (professional development components and participant data) are collected separately and perform distinct yet complementary functions in the data collection process.

- **Professional Development Components** are developed as part of the district's Master Inservice Plan and identify required elements in establishing a component. Each component in the Master Inservice Plan can have a maximum of 999 components/activities associated with it by using the last three sequence numbers for that component to identify the specific event during that reporting year.
- **Participant Professional Development Data** is provided by participants at the conclusion of the component/activity. This allows for the same component/activity to be customized for the individual needs of the participants with regard to purpose, delivery, follow-up and evaluation of impact of the professional development upon the participants' professional practice.

**Professional Development Component requirements:**

Each component shall remain in the Master Inservice Plan for a period of at least five years and shall include:

- Title
- An identifying number assigned in accordance with Department of Education Information Data Base Requirements
- The maximum number of inservice points to be awarded for successful completion of the component
- A description of general and specific objectives and activities to be completed, and
- Component evaluation criteria for determining:
  - Successful participant completion
  - The degree to which specific objectives have been addressed by the component activities as determined by the participants and component leaders, and
  - The effect of the professional development training and follow-up in the educational setting

**Participant Professional Development Plan requirements:**

Information shall be maintained as per the Department of Education Information Data Base Requirements for each participant to include the following:

- Two-digit district number in which the staff member is currently employed
- Four-digit school number indicating primary administrative reporting unit
- Social Security Number
- Survey Period Code
- Fiscal Year
- Component Number
- Number of hours of participation
- Transaction Code indicating the appropriate action with respect to the district's data base reporting records:
  - A = Add Record
  - C = Update Record
  - D = Delete Record
- Two-digit district number in which the staff member completed the activity
- Primary purpose of the professional development

- Primary means of delivery of the professional development
- Follow-up method of the professional development
- Method of evaluating impact of the professional development

### **Example of how the Component Number and the Participant Professional Development Plan Record intersect:**

The seven-digit component number identifies the “Function” (1 digit), the “Focus Area” (3 digits) and “Sequential Number” (3 digits). What separates a component that has the same function and focus area is the “Sequential Number.”\*

For example, an ESOL professional development (Focus Area - 001) has four sections for the purpose of Function 5 (Class Management). To distinguish the sections of the ESOL professional development taken, the “Sequential Number” is the key. Therefore, the component number for the ESOL professional development with the four sections (with the same “Function”) should be identified on a master file as such:

5001001 (5 function; 001 focus area – ESOL; 001 – sequence 1<sup>st</sup> section)  
5001002 (component number for second section of ESOL component)  
5001003 (component number for third section of ESOL component)  
5001004 (component number for fourth section of ESOL component)

When a teacher takes the professional development offered for 5001001, a Participant Professional Development Record is created for the staff member and all of the data elements (participation hours, district where completed, follow-up method, delivery method, evaluation method, etc. on the format record) should be completed referring to that particular component number. Record data elements unique to that staff member (this allows a single component number to be used for a variety of unique staff elements).

When the teacher takes the next section, 5001002, a new Staff Professional Development record is created referring to this particular component number and all the elements that are unique to this staff member are recorded.

So in essence it is the “Sequential Number” that separates or independently identifies a professional development activity. Used in this way, the component number and unique participant information allow for automated data collection of the required elements of the Professional Development Protocol Standards.

\* [http://www.fl DOE.org/eias/dataweb/database\\_0809/sfappendd.pdf](http://www.fl DOE.org/eias/dataweb/database_0809/sfappendd.pdf) (link to Appendix D – explanation of component numbers)