

Florida Professional Development Evaluation Protocol

The 2000 Legislature enacted legislation to improve the quality of professional development for Florida educators. *The School Community Professional Development Act* (F.S., 1012.98) required the Department of Education to design methods by which school districts may evaluate and improve professional development systems. The 2006 Legislature required the Department of Education to work collaboratively with public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia and professional organizations to establish a coordinated system of professional development.

The legislation requires districts to:

- Design a system of professional development for Department of Education approval that aligns to the standards adopted by the state and supports the framework for standards adopted by the National Staff Development Council
- Include an approved Master Inservice Plan for inservice activities for all district employees that is updated annually using the latest available student achievement data and research to enhance rigor and relevance in the classroom
- Provide inservice activities coupled with followup support appropriate to accomplish district and school level improvement goals and standards
- Focus professional development offerings on:
 - Analysis of student achievement data
 - Ongoing formal and informal assessments of student achievement
 - Identification and use of enhanced and differentiated instructional strategies emphasizing rigor, relevance, and reading in the content areas
 - Enhancement of subject matter expertise
 - Integrated use of classroom technology
 - Classroom management
 - Parent Involvement
 - School safety

Individual Professional Development Plans (IPDP)

- School Principals must establish and approve Individual Professional Development Plans (IPDP) for all instructional staff
- Training needs identified in individual PDPs must:
 - Clearly relate to specific performance data of students to whom the teacher is assigned
 - Include clearly defined training objectives and specific measurable improvements in student performance
 - Include an evaluation component in which principals measure the extent that the training activity accomplishes the performance gains predicted
 - Identification of student performance data used to define training needs

Overview of the Florida Professional Development System Evaluation Protocol

- Based on National Staff Development Council (NSDC) Standards
- Aligned with requirements specified in *No Child Left Behind Act*, for “quality professional development”
- Designed for use by the Department of Education (site visits), district staff (site visits) and school staff/SAC (self-check)
- Based on Standards that reflect three (3) levels of professional development-District, School and Faculty
- Standards address:

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

Delivery: How and how well is the professional development delivered to teachers?

Follow-up: What follow-up is provided to ensure that teachers use the skills and knowledge gained through the professional development?

Evaluation: What evaluation occurs to ensure that the professional development resulted in teacher use in the classroom and improvements in student learning as a direct outcome

Technical Assistance/Resources Supporting Florida’s Professional Development Evaluation Protocol System

- Training on effective use of the Protocol
- Online resources, support from NSDC and DOE staff
- Online resources for district and school administrators at <http://www.teachinflorida.com>
- Training as a Protocol Reviewer and participation in the collaborative district protocol review process
- Ongoing training in targeted areas
- Regional Technical Assistance sessions in support of Protocol Standards

Professional Development System Evaluation Protocol Standards

1.0 Faculty Level

1.1 Planning	1.2 Delivery	1.3 Follow-up	1.4 Evaluation
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2.0 School Level

2.1 Planning	2.2 Delivery	2.3 Follow-up	2.4 Evaluation
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3.0 District Level

3.1 Planning	3.2 Delivery	3.3 Follow-up	3.4 Evaluation
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Florida Professional Development Evaluation Protocol

Faculty Level

1.1 Planning

- 1.1.1 Individual Needs Assessment
- 1.1.2 Administrator Review
- 1.1.3 Priority of Needs
- 1.1.4 Individual Professional Development Plan
- 1.1.5 Content
- 1.1.6 Learning Communities

1.2 Delivery

- 1.2.1 Relevance of Professional Development
- 1.2.2 Learning Strategies
- 1.2.3 Sustained Training
- 1.2.4 Use of Technology
- 1.2.5 Time Resources
- 1.2.6 Coordinated Records

1.3 Follow-up

- 1.3.1 Transfer to Students
- 1.3.2 Coaching and Mentoring
- 1.3.3 Web-based Resources and Assistance

1.4 Evaluation

- 1.4.1 Implementing the Plan
- 1.4.2 Student Changes
- 1.4.3 Evaluation Methods
- 1.4.4 Action Research
- 1.4.5 Use of Results

School Level

2.1 Planning

- 2.1.1 School Needs Assessment
- 2.1.2 Reviewing Professional Development Plans
- 2.1.3 Reviewing Annual Performance Appraisal Data
- 2.1.4 Coordinating with School Improvement Plan
- 2.1.5 Generating a School-wide Professional Development System
- 2.1.6 Content
- 2.1.7 Learning Communities

2.2 Delivery

- 2.2.1 Relevance of Professional Development
- 2.2.2 Learning Strategies
- 2.2.3 Sustained Training
- 2.2.4 Use of Technology
- 2.2.5 Time Resources
- 2.2.6 Dollar Resources
- 2.2.7 Coordinated Records

2.3 Follow-up

- 2.3.1 Transfer to Students
- 2.3.2 Coaching and Mentoring
- 2.3.3 Web-based Resources and Assistance

2.4 Evaluation

- 2.4.1 Implementing the System
- 2.4.2 Student Changes
- 2.4.3 Evaluation Methods
- 2.4.4 Use of Results
- 2.4.5 Expenditures

District Level

3.1 Planning

- 3.1.1 District Needs Assessment
- 3.1.2 Generating a District-wide Professional Development System
- 3.1.3 Content
- 3.1.4 Trainers

3.2 Delivery

- 3.2.1 Relevance of Professional Development
- 3.2.2 Learning Strategies
- 3.2.3 Sustained Training
- 3.2.4 Use of Technology
- 3.2.5 Time Resources
- 3.2.6 Dollar Resources
- 3.2.7 Coordinated Records
- 3.2.8 Leadership
- 3.2.9 Growing the Organization

3.3 Follow-up

- 3.3.1 Transfer to Students
- 3.3.2 Coaching and Mentoring
- 3.3.3 Web-based Resources and Assistance
- 3.3.4 Follow-up Coordination

3.4 Evaluation

- 3.4.1 Implementing the System
- 3.4.2 Transfer into Classroom
- 3.4.3 Student Changes
- 3.4.4 Evaluation Methods
- 3.4.5 Use of Results
- 3.4.6 Expenditures
- 3.4.7 Student Gains