

Florida Department of Education

Professional Development System Evaluation Protocol

Cross-District Analysis 2007-08

Technical Report

by

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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. The law and subsequent revisions required the Department of Education to design and disseminate methods by which the state and district school boards may evaluate and improve the professional development system. Following a year-long development and pilot testing effort, in the spring of the 2002-2003 school year the Florida Professional Development System Evaluation Protocol was initiated with reviews of five local school districts. A complete cycle of reviews for all 67 Florida districts was completed in the spring of 2006. A complete report of the process and outcomes for this first cycle was generated in the summer of 2006.

The Department embarked on the second cycle of implementing the Florida Professional Development System Evaluation Protocol in the 2006-07 school year with reviews of 20 local school districts' professional development systems, and continued with reviews of an additional 22 districts in the 2007-08 school year. The second cycle is planned to be completed in a 3-year systematic process that will conclude with reviews of 25 school districts in the 2008-09 school year. This report documents the results of the second cycle's first year and second years of implementation with contrasts to the first cycle's results.

The purposes of the 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 and increase student achievement.
2. Provide the Commissioner of Education, State Board 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.

The 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*. The standards reflect three levels of the Professional Development System and four strands incorporated into each level as follows:

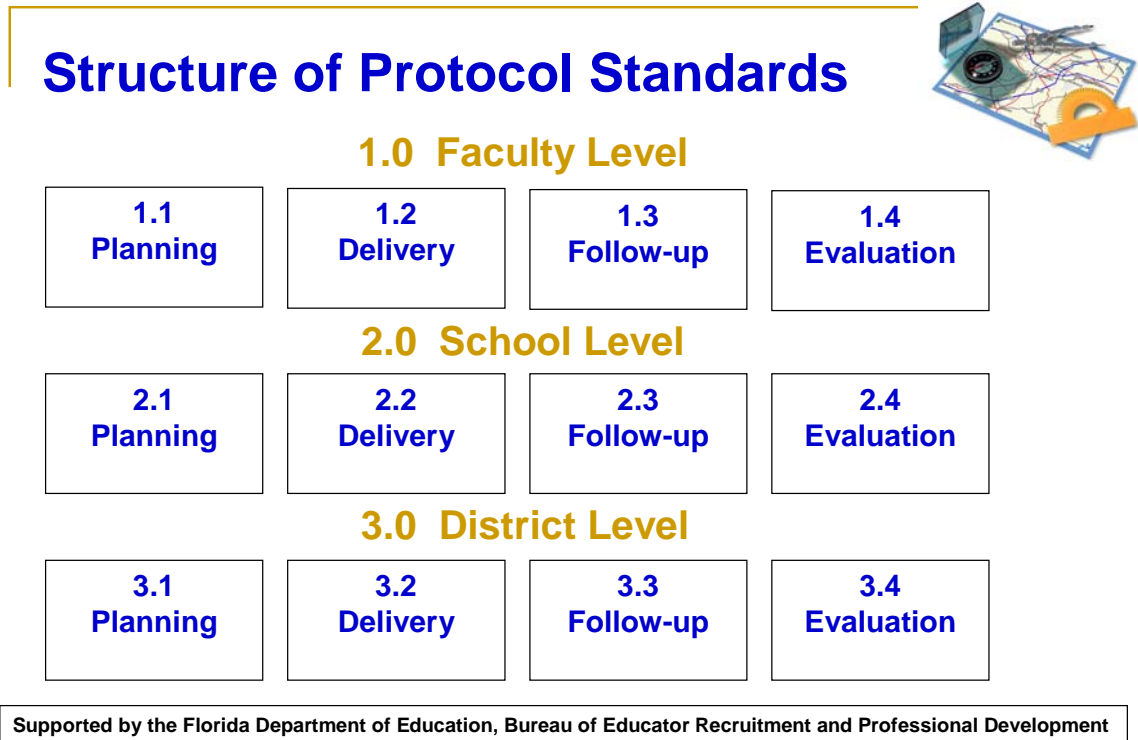
Levels	Strands
1.0 Faculty Level	◆ Planning
2.0 School Level	◆ Delivery
3.0 District Level	◆ Follow-up
	◆ Evaluation

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

The system is described in detail in the document entitled *Professional Development System Evaluation Protocol: Protocol System, Second Cycle, 2008*. As displayed in Table 1, the scale used for judging each rating is a 4-point scale ranging from unacceptable to excellent. The midpoint on this scale is 2.5.

Table 1 Rating Scale for Protocol	
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)

Figure 1



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

The model employs a basic systems approach to professional development addressing these general questions:

- ◆ **Planning:** What planning occurs to organize and support the professional development for teachers?
- ◆ **Delivery:** How and how well is the professional development delivered to teachers?
- ◆ **Follow-up:** What follow-up is provided to ensure that teachers apply the skills and knowledge gained through the delivered professional development?
- ◆ **Evaluation:** What evaluation occurs to ensure that the professional development resulted in teacher application in the classroom and improvements in student learning as a direct outcome?



District Selections and Visits

Twenty school districts were reviewed in the 2006-07 school year (first year of second cycle) representing 30% of the 67 districts in Florida. Those visited were:

- Bay
- Brevard
- Broward
- Citrus
- Desoto
- Flagler
- Gilchrist
- Glades
- Hamilton
- Jackson
- Lake
- Monroe
- Nassau
- Okeechobee
- Palm Beach
- Pinellas
- Polk
- St. Lucie
- Sumter
- Walton

In the 2007-08 school year (second year of the second cycle), 22 school districts and one university research school were reviewed representing 33% of the 67 districts in Florida:

- Gadsden
- Taylor
- Gulf
- Baker
- Orange
- Dixie
- Leon
- Osceola
- Pasco
- Santa Rosa
- Collier
- Hernando
- Hillsborough
- Okaloosa
- Highlands
- Liberty
- Lee
- Marion
- Suwannee
- Madison
- Union
- Jefferson
- FAMU

A total of 42 school districts (63%) have been reviewed for the first two years of the second cycle, with 25 districts (37%) remaining to complete the cycle in 2008-09.

For the first cycle of reviews, districts were selected in a systematic process to ensure each year would include reviews of small, medium, and large districts spread geographically across the state. The second cycle for the reviews generally maintained a



similar order for selection as the first cycle and ensured the same representation each year by size and geographic location. Appendix A contains the schedule of site visits conducted to date for the first and second cycles by district.

Statistical Findings

This report presents several sets of findings. An analysis is first presented for the 2007-08 school year. This section includes a combined analysis of the first and second year of the second cycle as well as a comparison of the results from the first cycle with results to date from the second cycle. For each of these analyses, results are provided by the mean ratings by standard and standard deviations for those means; and the highest and lowest rated standards. Also presented are summaries of results by strand within the protocol system and a correlational analysis conducted relating district level performance with district grades representing overall student achievement improvements. Finally, a summary is provided of the results by individual districts on the number of standards above and below the cut scores established for the program for exemplary and unacceptable adherence to the standards.

Results from 2007-08 School Year (2nd Year/2nd Cycle)

The analyses for the 2007-08 school year present findings for the second year of the second cycle. A total of 22 school districts were reviewed, plus one university research school. Results from the university research school will be presented next year after the other three university research school reports are completed.

Mean Ratings by Standard

Table 2 presents the mean ratings for each of the first two years of the Second Cycle, 2006-07 and 2007-08, for each standard in numbered order from the faculty level to the district level. Also presented is the average across all 42 districts reviewed to date in the Second Cycle. The overall average across all standards for 2006-07 was **3.16**, and for 2007-08 was **3.24**, with a Second Cycle average to date of **3.20**. These averages were 6/10ths to 7/10ths of a rating point above the midpoint of 2.5 on the rating scale that ranged from 1 to 4. A total of 46 of the 66 standards (70%) received higher average ratings in 2007-08 than 2006-07, although most of these increases were slight and probably not statistically significant. The differences can probably be explained by sampling variation in the selection of the districts across the two year. A remarkable 18 standards (**27%**) had averages in the Second Cycle that were at or above the 3.5 level denoted in the system as an excellent rating that is commended by the Department.



Table 2			
Second Cycle Standards by Average Rating in Numbered Order			
Standard	2nd Cycle 1st year (n=20)	2nd Cycle 2nd year (n=22)	2nd Cycle To Date (n=42)
1.1.1. Individual Needs Assessment	3.42	3.50	3.46
1.1.2. Administrator Review	3.29	3.46	3.38
1.1.3. Priority of Needs	3.30	3.30	3.30
1.1.4. Individual Professional Development Plan	2.90	3.02	2.96
1.1.5. Content	3.49	3.49	3.49
1.1.6. Learning Communities	2.48	2.34	2.41
1.2.1. Relevance of Professional Development	3.43	3.37	3.40
1.2.2. Learning Strategies	3.43	3.40	3.41
1.2.3. Sustained Training	2.93	3.10	3.02
1.2.4. Use of Technology	2.95	3.22	3.09
1.2.5. Time Resources	3.45	3.42	3.43
1.2.6. Coordinated Records	3.75	3.82	3.79
1.3.1. Transfer to Students	3.48	3.35	3.41
1.3.2. Coaching and Mentoring	2.38	2.60	2.50
1.3.3. Web-based Resources and Assistance	2.17	2.52	2.35
1.4.1. Implementing the Plan	3.17	3.34	3.26
1.4.2. Student Changes	2.93	3.11	3.02
1.4.3. Evaluation Methods	3.15	3.29	3.22
1.4.4. Action Research	1.46	1.51	1.49
1.4.5. Use of Results	2.99	3.02	3.01
2.1.1. School Needs Assessment	3.47	3.63	3.55
2.1.2. Reviewing Professional Development Plans	3.34	3.60	3.48
2.1.3. Reviewing Annual Performance Appraisal Data	3.15	3.29	3.22
2.1.4. Coordinating with School Improvement Plan	3.54	3.58	3.56
2.1.5. Generating a School-wide Professional Development System	3.15	3.29	3.22
2.1.6. Content	3.57	3.68	3.63
2.1.7. Learning Communities	2.68	2.65	2.66
2.2.1. Relevance of Professional Development	3.53	3.64	3.59
2.2.2. Learning Strategies	3.49	3.55	3.52
2.2.3. Sustained Training	3.19	3.41	3.31
2.2.4. Use of Technology	3.05	3.26	3.16
2.2.5. Time Resources	3.46	3.59	3.53
2.2.6. Dollar Resources	3.06	3.00	3.03
2.2.7. Coordinated Records	3.75	3.89	3.82



Table 2 (cont.) Second Cycle Standards by Average Rating in Numbered Order			
Standard	2nd Cycle 1st year (n=20)	2nd Cycle 2nd year (n=22)	2nd Cycle To Date (n=42)
2.3.1. Transfer to Students	3.34	3.40	3.37
2.3.2. Coaching and Mentoring	2.90	2.90	2.90
2.3.3. Web-based Resources and Assistance	2.33	2.57	2.46
2.4.1. Implementing the System	3.01	3.11	3.06
2.4.2. Student Changes	2.91	2.90	2.90
2.4.3. Evaluation Methods	2.91	3.04	2.98
2.4.4. Use of Results	2.89	2.98	2.94
2.4.5. Expenditures	2.17	2.20	2.19
3.1.1. District Needs Assessment	3.65	3.68	3.67
3.1.2. Generating a District-wide Professional Development System	3.55	3.18	3.36
3.1.3. Content	3.90	4.00	3.95
3.1.4. Trainers	3.55	3.41	3.48
3.2.1. Relevance of Professional Development	3.75	3.68	3.71
3.2.2. Learning Strategies	3.60	3.59	3.59
3.2.3. Sustained Training	3.50	3.55	3.53
3.2.4. Use of Technology	3.55	3.59	3.57
3.2.5. Time Resources	3.25	3.23	3.24
3.2.6. Dollar Resources	3.55	3.27	3.40
3.2.7. Coordinated Records	3.70	3.86	3.78
3.2.8. Leadership	3.75	3.86	3.81
3.2.9. Growing the Organization	3.70	3.55	3.62
3.3.1. Transfer to Students	3.00	3.59	3.31
3.3.2. Coaching and Mentoring	3.00	3.27	3.14
3.3.3. Web-based Resources and Assistance	2.90	2.82	2.86
3.3.4. Follow-up Coordination	2.95	3.14	3.05
3.4.1. Implementing the System	3.05	3.41	3.24
3.4.2. Transfer into Classroom	2.70	2.77	2.74
3.4.3. Student Changes	2.65	2.86	2.76
3.4.4. Evaluation Methods	2.85	3.09	2.93
3.4.5. Use of Results	2.85	3.23	3.05
3.4.6. Expenditures	2.70	2.86	2.78
3.4.7. Student Gains	3.50	3.14	3.31
Average across All 66 Standards	3.16	3.24	3.20



Table 3 presents the same results as Table 2 but in rank order by standards from the highest average rating for the second cycle. The cross-district averages for the 42 Second Cycle districts ranged from **3.95** for Content at the district level to **1.49** for the use of Action Research at the faculty level.

Table 3			
Second Cycle Average Ratings on Standards in Rank Order			
Standard	2 nd Cycle 1 st year (n=20)	2 nd Cycle 2 nd year (n=22)	2 nd Cycle To Date (n=42)
3.1.3. Content	3.90	4.00	3.95
2.2.7. Coordinated Records	3.75	3.89	3.82
3.2.8. Leadership	3.75	3.86	3.81
1.2.6. Coordinated Records	3.75	3.82	3.79
3.2.7. Coordinated Records	3.70	3.86	3.78
3.2.1. Relevance of Professional Development	3.75	3.68	3.71
3.1.1. District Needs Assessment	3.65	3.68	3.67
2.1.6. Content	3.57	3.68	3.63
3.2.9. Growing the Organization	3.70	3.55	3.62
3.2.2. Learning Strategies	3.60	3.59	3.59
2.2.1. Relevance of Professional Development	3.53	3.64	3.59
3.2.4. Use of Technology	3.55	3.59	3.57
2.1.4. Coordinating with School Improvement Plan	3.54	3.58	3.56
2.1.1. School Needs Assessment	3.47	3.63	3.55
2.2.5. Time Resources	3.46	3.59	3.53
3.2.3. Sustained Training	3.50	3.55	3.53
2.2.2. Learning Strategies	3.49	3.55	3.52
1.1.5. Content	3.49	3.49	3.49
3.1.4. Trainers	3.55	3.41	3.48
2.1.2. Reviewing Professional Development Plans	3.34	3.60	3.48
1.1.1. Individual Needs Assessment	3.42	3.50	3.46
1.2.5. Time Resources	3.45	3.42	3.43
1.2.2. Learning Strategies	3.43	3.40	3.41
1.3.1. Transfer to Students	3.48	3.35	3.41
3.2.6. Dollar Resources	3.55	3.27	3.40
1.2.1. Relevance of Professional Development	3.43	3.37	3.40
1.1.2. Administrator Review	3.29	3.46	3.38
2.3.1. Transfer to Students	3.34	3.40	3.37
3.1.2. Generating a District-wide Professional Development System	3.55	3.18	3.36



Table 3 (cont.) Second Cycle Standards by Average Rating in Rank Order			
Standard	2nd Cycle 1st year (n=20)	2nd Cycle 2nd year (n=22)	2nd Cycle To Date (n=42)
3.4.7. Student Gains	3.50	3.14	3.31
3.3.1. Transfer to Students	3.00	3.59	3.31
2.2.3. Sustained Training	3.19	3.41	3.31
1.1.3. Priority of Needs	3.30	3.30	3.30
1.4.1. Implementing the Plan	3.17	3.34	3.26
3.2.5. Time Resources	3.25	3.23	3.24
3.4.1. Implementing the System	3.05	3.41	3.24
1.4.3. Evaluation Methods	3.15	3.29	3.22
2.1.3. Reviewing Annual Performance Appraisal Data	3.15	3.29	3.22
2.1.5. Generating a School-wide Professional Development System	3.15	3.29	3.22
2.2.4. Use of Technology	3.05	3.26	3.16
3.3.2. Coaching and Mentoring	3.00	3.27	3.14
1.2.4. Use of Technology	2.95	3.22	3.09
2.4.1. Implementing the System	3.01	3.11	3.06
3.3.4. Follow-up Coordination	2.95	3.14	3.05
3.4.5. Use of Results	2.85	3.23	3.05
2.2.6. Dollar Resources	3.06	3.00	3.03
1.4.2. Student Changes	2.93	3.11	3.02
1.2.3. Sustained Training	2.93	3.10	3.02
1.4.5. Use of Results	2.99	3.02	3.01
2.4.3. Evaluation Methods	2.91	3.04	2.98
1.1.4. Individual Professional Development Plan	2.90	3.02	2.96
2.4.4. Use of Results	2.89	2.98	2.94
3.4.4. Evaluation Methods	2.85	3.00	2.93
2.4.2. Student Changes	2.91	2.90	2.90
2.3.2. Coaching and Mentoring	2.90	2.90	2.90
3.3.3. Web-based Resources and Assistance	2.90	2.82	2.86
3.4.6. Expenditures	2.70	2.86	2.78
3.4.3. Student Changes	2.65	2.86	2.76
3.4.2. Transfer into Classroom	2.70	2.77	2.74
2.1.7. Learning Communities	2.68	2.65	2.66
1.3.2. Coaching and Mentoring	2.38	2.60	2.50
2.3.3. Web-based Resources and Assistance	2.33	2.57	2.46
1.1.6. Learning Communities	2.48	2.34	2.41
1.3.3. Web-based Resources and Assistance	2.17	2.52	2.35
2.4.5. Expenditures	2.17	2.20	2.19
1.4.4. Action Research	1.46	1.51	1.49
Average across All 66 Standards	3.16	3.24	3.20



Table 4 presents the 11 highest rated standards for the Second Cycle to date. The areas receiving the highest ratings included:

- coordinated records at all three levels,
- the standards at the district and school levels on content reflecting a strong emphasis in professional development on the content areas specified in law,
- standards addressing the role of professional development in building district leadership and “growing the organization,”
- the relevance of professional development to district and school student achievement objectives and the professional needs of teachers,
- the processes used by districts in determining professional development needs of teachers, and
- the delivery of professional development through learning strategies that employ methods appropriate for adults such as demonstrations and practice.

Seventeen standards received average ratings at 3.5 or higher, including all three of the standards addressing coordinated records for inservice training, two of the standards on the content of the professional development being directly related to the nine areas specified in state law, and two of the standards on the relevance of professional development to teacher needs. Only one faculty level standard, however, received an average rating of 3.5 or higher. A total of 61 of the 66 standards (92%) received average ratings at or above the midpoint of the scale of 2.5. Note that all of the highest average ratings were from the Planning and Delivery strands of standards.

The lowest rated standards are presented in Table 5. Only one standard, 1.4.4 Action Research, had an average rating across the 42 second cycle districts of lower than 2.0, indicating an unacceptable level of adherence to the standard. Other standards with low ratings across districts included providing and ensuring that teachers use Web-based Resources and Assistance, establishing and using teacher Learning Communities as a vehicle for professional development, and documenting professional development expenditures at the school level by the established categories. The ratings in the evaluation strand were among the lowest in all levels.

Overall, ratings on most standards exceeded the midpoint of the scale, indicating that a majority of the 67 districts received good and excellent ratings. Note that all but one of the lowest average ratings were from the Follow-up and Evaluation strands of standards.



Standard	Average Rating
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.	3.95
2.2.7. Coordinated Records: The school administrators can easily access the district-maintained up-to-date records for all professional development including certification and inservice points for school faculty and administrators.	3.82
3.2.8. Leadership: The district recognizes and supports professional development as a key strategy for supporting significant improvements.	3.81
1.2.6. Coordinated Records: The school faculty can easily access the district-maintained up-to-date records for all professional development including certification and inservice points.	3.79
3.2.7. Coordinated Records: The district maintains up-to-date records for all professional development including certification and inservice points that are easily accessible by school faculty and administrators.	3.78
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.	3.71
3.1.1 District Needs Assessment: 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, surveys or other methods of collecting data from faculty and staff in all schools on areas of need for professional development.	3.67
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.	3.63
3.2.9. Growing the Organization: The district seeks out and fosters professional development and promotion for employees with potential.	3.62
3.2.2. Learning Strategies: The training uses learning strategies appropriate to the intended goal that apply knowledge of human learning and change including modeling effective teaching practices as well as practice and feedback.	3.59
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.	3.59



Table 5 Second Cycle Standards with Lowest Average Ratings	
Standard	Average Rating
1.4.4. Action Research: Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.	1.49
2.4.5. Expenditures: The school administrator 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.	2.19
1.3.3. 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.	2.35
1.1.6 Learning Communities: The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district.	2.41
2.3.3. 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.	2.46

Appendix B presents the average ratings to date for the Second Cycle by standard in a visual organizer that juxtaposes results from similar standards across levels (e.g., all three standards related to Content: 3.1.3, 2.1.6, 1.1.5). Areas in which standards at all three levels exceeded 3.0 on the 4-point scale were:

- ◆ Needs Assessment (3.1.1, 2.1.1, 1.1.1)
- ◆ Content (3.1.3, 2.1.6, 1.1.5)
- ◆ Relevance of Professional development (3.2.1, 2.2.1, 1.2.1)
- ◆ Learning Strategies (3.2.2, 2.2.2, 1.2.2)
- ◆ Time Resources (3.2.5, 2.2.5, 1.2.5)
- ◆ Coordinated Records (3.2.7, 2.2.7, 1.2.6)
- ◆ Transfer to Students (3.3.1, 2.3.1, 1.3.1)
- ◆ Implementing the System (3.4.1, 2.4.1, 1.4.1)

Table 6 presents a comparison of the results from the First Cycle of all 67 districts with the 42 district reviews conducted to date in the Second Cycle. The overall average has risen from **2.97** in the First Cycle to **3.20** in the Second Cycle to date. A total of 57 of the 66 standards (86%) increased from the First Cycle to the Second Cycle to date, and 22 (33%) increased .3 rating points or more. Half of these improvements were recorded at the district level, and almost half were in evaluation at the faculty and district levels.



Ratings for five standards improved by more than half a rating point (.5 +): 3.4.1 Implementing the System - .79; 3.4.5 Use of Results - .71; 3.4.4 Evaluation Methods - .57; 3.4.3 Student Changes - .54; and 3.1.4 Trainers - .54.

Standard	1st Cycle All Districts (n=67)	2nd Cycle To Date (n=42)
1.1.1. Individual Needs Assessment	3.03	3.46
1.1.2. Administrator Review	3.24	3.38
1.1.3. Priority of Needs	2.99	3.30
1.1.4. Individual Professional Development Plan	2.71	2.96
1.1.5. Content	3.47	3.49
1.1.6. Learning Communities	2.01	2.41
1.2.1. Relevance of Professional Development	3.25	3.40
1.2.2. Learning Strategies	3.36	3.41
1.2.3. Sustained Training	3.04	3.02
1.2.4. Use of Technology	3.31	3.09
1.2.5. Time Resources	3.15	3.43
1.2.6. Coordinated Records	3.68	3.79
1.3.1. Transfer to Students	3.31	3.41
1.3.2. Coaching and Mentoring	2.53	2.50
1.3.3. Web-based Resources and Assistance	2.09	2.35
1.4.1. Implementing the Plan	2.83	3.26
1.4.2. Student Changes	2.71	3.02
1.4.3. Evaluation Methods	2.77	3.22
1.4.4. Action Research	1.35	1.49
1.4.5. Use of Results	2.66	3.01
2.1.1. School Needs Assessment	3.27	3.55
2.1.2. Reviewing Professional Development Plans	3.24	3.48
2.1.3. Reviewing Annual Performance Appraisal Data	2.87	3.22
2.1.4. Coordinating with School Improvement Plan	3.48	3.56
2.1.5. Generating a School-wide Professional Development System	3.03	3.22
2.1.6. Content	3.66	3.63
2.1.7. Learning Communities	2.20	2.66
2.2.1. Relevance of Professional Development	3.40	3.59
2.2.2. Learning Strategies	3.36	3.52
2.2.3. Sustained Training	3.05	3.31
2.2.4. Use of Technology	3.31	3.16
2.2.5. Time Resources	3.16	3.53
2.2.6. Dollar Resources	3.26	3.03
2.2.7. Coordinated Records	3.71	3.82



Table 6 (cont.)		
Comparison of Ratings by Standard between 1st Cycle and 2nd Cycle To Date		
Standard	1 st Cycle All Districts (n=67)	2 nd Cycle To Date (n=42)
2.3.1. Transfer to Students	3.17	3.37
2.3.2. Coaching and Mentoring	2.81	2.90
2.3.3. Web-based Resources and Assistance	2.09	2.46
2.4.1. Implementing the System	2.79	3.06
2.4.2. Student Changes	2.65	2.90
2.4.3. Evaluation Methods	2.74	2.98
2.4.4. Use of Results	2.79	2.94
2.4.5. Expenditures	2.06	2.19
3.1.1. District Needs Assessment	3.25	3.67
3.1.2. Generating a District-wide Professional Development System	3.03	3.36
3.1.3. Content	3.82	3.95
3.1.4. Trainers	2.94	3.48
3.2.1. Relevance of Professional Development	3.48	3.71
3.2.2. Learning Strategies	3.51	3.59
3.2.3. Sustained Training	3.07	3.53
3.2.4. Use of Technology	3.49	3.57
3.2.5. Time Resources	3.25	3.24
3.2.6. Dollar Resources	3.40	3.40
3.2.7. Coordinated Records	3.82	3.78
3.2.8. Leadership	3.54	3.81
3.2.9. Growing the Organization	3.25	3.62
3.3.1. Transfer to Students	2.84	3.31
3.3.2. Coaching and Mentoring	2.87	3.14
3.3.3. Web-based Resources and Assistance	2.27	2.86
3.3.4. Follow-up Coordination	2.79	3.05
3.4.1. Implementing the System	2.45	3.24
3.4.2. Transfer into Classroom	2.25	2.74
3.4.3. Student Changes	2.22	2.76
3.4.4. Evaluation Methods	2.36	2.93
3.4.5. Use of Results	2.34	3.05
3.4.6. Expenditures	2.66	2.78
3.4.7. Student Gains	3.04	3.31
Average across All 66 Standards	2.97	3.20



Standard Deviations and Ratings

Standard deviations were also calculated for the Second Cycle to determine the spread of the ratings around the average, as displayed in Table 7. Standard deviations ranged between **.31** and **.80** for 56 of the 66 standards. These fairly high levels of consistency most likely reflected an even-handed application of the standards.

As displayed in Table 8 and Figures 2 and 3, five standards had standard deviations below **.40** and 10 standards had standard deviations above **.80**. The lowest standard deviation was **.37** on Standard 1.2.2 – Learning Strategies at the faculty level, and the highest was **1.25** on Standard 3.4.6 – Expenditures at the district level. Eight of the standards with the highest standard deviations were clustered in the Evaluation strands at the district level. These standard deviations indicate that there are greater differences across the state in the levels of performance of districts in the area of evaluation of professional development than in the other strands.



Table 7
Standard Deviations by Numbered Order of Standards

Standard	1 st Cycle (n=67)	2 nd Cycle To Date (n=42)
1.1.1. Individual Needs Assessment	0.46	0.55
1.1.2. Administrator Review	0.54	0.55
1.1.3. Priority of Needs	0.47	0.45
1.1.4. Individual Professional Development Plan	0.53	0.60
1.1.5. Content	0.46	0.42
1.1.6. Learning Communities	0.66	0.57
1.2.1. Relevance of Professional Development	0.39	0.42
1.2.2. Learning Strategies	0.37	0.37
1.2.3. Sustained Training	0.56	0.47
1.2.4. Use of Technology	0.49	0.44
1.2.5. Time Resources	0.54	0.60
1.2.6. Coordinated Records	0.38	0.48
1.3.1. Transfer to Students	0.38	0.39
1.3.2. Coaching and Mentoring	0.66	0.59
1.3.3. Web-based Resources and Assistance	0.54	0.53
1.4.1. Implementing the Plan	0.60	0.47
1.4.2. Student Changes	0.49	0.50
1.4.3. Evaluation Methods	0.52	0.50
1.4.4. Action Research	0.49	0.41
1.4.5. Use of Results	0.59	0.55
2.1.1. School Needs Assessment	0.44	0.47
2.1.2. Reviewing Professional Development Plans	0.50	0.51
2.1.3. Reviewing Annual Performance Appraisal Data	0.54	0.57
2.1.4. Coordinating with School Improvement Plan	0.41	0.47
2.1.5. Generating a School-wide Professional Development System	0.46	0.55
2.1.6. Content	0.38	0.39
2.1.7. Learning Communities	0.55	0.59
2.2.1. Relevance of Professional Development	0.40	0.48
2.2.2. Learning Strategies	0.37	0.47
2.2.3. Sustained Training	0.50	0.53
2.2.4. Use of Technology	0.56	0.50
2.2.5. Time Resources	0.52	0.65
2.2.6. Dollar Resources	0.52	0.55
2.2.7. Coordinated Records	0.36	0.38
2.3.1. Transfer to Students	0.40	0.46
2.3.2. Coaching and Mentoring	0.50	0.57
2.3.3. Web-based Resources and Assistance	0.58	0.53
2.4.1. Implementing the System	0.48	0.56
2.4.2. Student Changes	0.56	0.57
2.4.3. Evaluation Methods	0.66	0.60
2.4.4. Use of Results	0.66	0.63
2.4.5. Expenditures	0.94	0.85



Table 7 (cont.) Standard Deviations by Numbered Order of Standards		
Standard	2 nd Cycle To Date (n=42)	1 st Cycle (n=67)
3.1.1. District Needs Assessment	0.53	0.68
3.1.2. Generating a District-wide Professional Development System	0.91	0.74
3.1.3. Content	0.22	0.39
3.1.4. Trainers	0.71	0.87
3.2.1. Relevance of Professional Development	0.46	0.61
3.2.2. Learning Strategies	0.63	0.56
3.2.3. Sustained Training	0.59	0.78
3.2.4. Use of Technology	0.59	0.64
3.2.5. Time Resources	0.79	0.75
3.2.6. Dollar Resources	0.77	0.68
3.2.7. Coordinated Records	0.47	0.46
3.2.8. Leadership	0.45	0.64
3.2.9. Growing the Organization	0.70	0.77
3.3.1. Transfer to Students	0.64	0.73
3.3.2. Coaching and Mentoring	0.72	0.74
3.3.3. Web-based Resources and Assistance	0.84	0.77
3.3.4. Follow-up Coordination	0.76	0.81
3.4.1. Implementing the System	0.85	0.91
3.4.2. Transfer into Classroom	1.06	1.02
3.4.3. Student Changes	0.88	0.83
3.4.4. Evaluation Methods	0.97	0.88
3.4.5. Use of Results	1.01	0.96
3.4.6. Expenditures	1.35	1.25
3.4.7. Student Gains	0.84	0.89

Table 8 Lowest and Highest Standard Deviations			
Lowest Standard Deviations		Highest Standard Deviations	
1.2.2 – Learning Strategies	.37	3.4.6 – Expenditures	1.25
2.2.7. – Coordinated Records	.38	3.4.2 – Transfer into Classroom	1.02
3.1.3 – Content	.39	3.4.5 – Use of Results	.96
2.1.6 – Content	.39	3.4.1 – Implementing the System	.91
1.3.1 – Transfer to Students	.39	3.4.7.– Student Gains	.89
		3.4.4 – Evaluation Methods	.88
		3.1.4 – Trainers	.87
		2.4.5 – Expenditures	.85
		3.4.3 – Student Changes	.83
		3.3.4 – Follow-up Coordination	.81

Figure 2

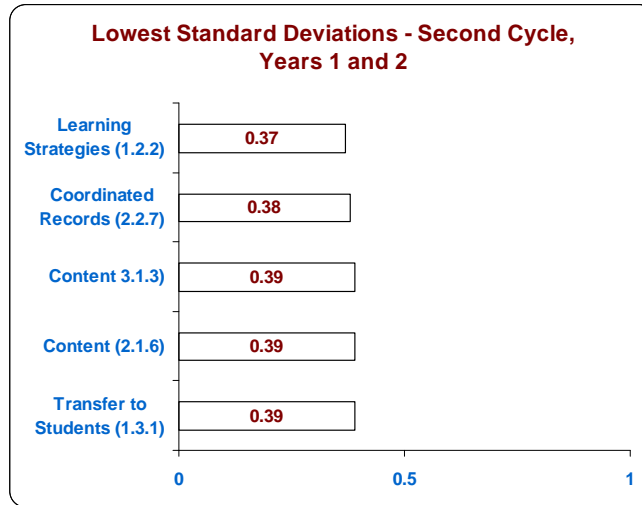
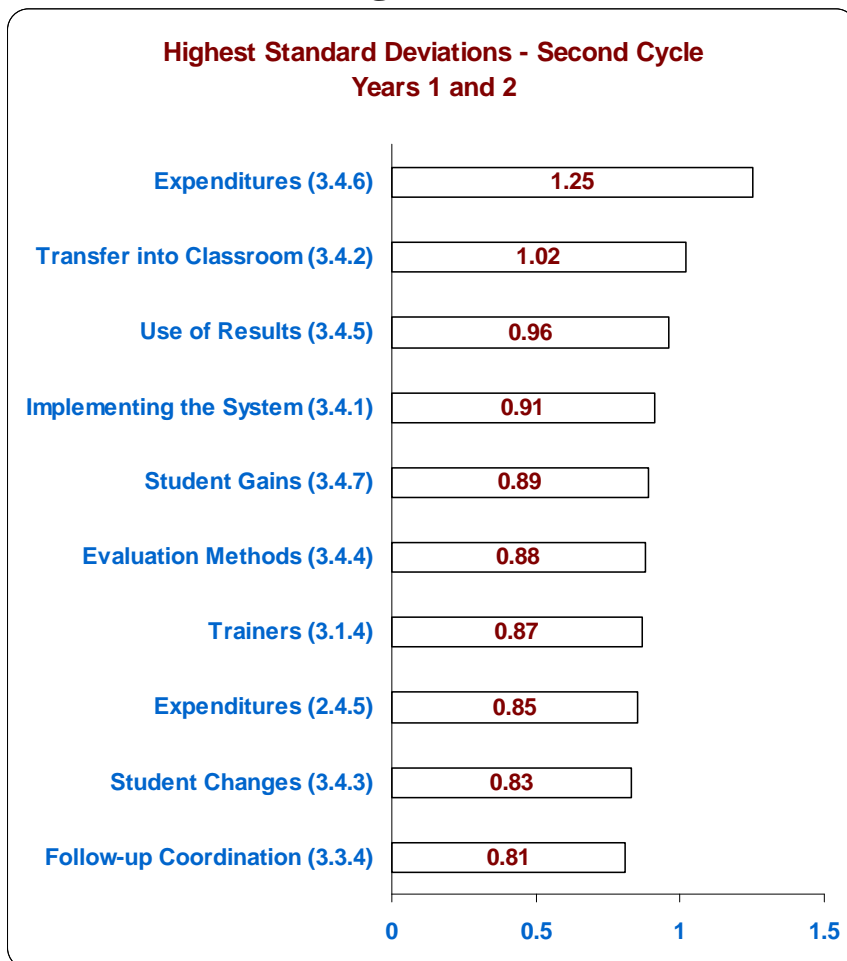


Figure 3





Average Ratings by Strand

Table 9 presents the average ratings for the Second Cycle to date on the standards for all levels and for each level (district, school, and faculty) by the four strands of the standards: Planning, Delivery, Follow-up, and Evaluation. These results are also displayed in Figures 4-7. Overall, these results demonstrate more positive ratings in the areas of Planning (**3.36**) and Delivery (**3.47**) across all three levels, and less positive ratings for Follow-up (**2.93**) and Evaluation (**2.87**). This same pattern was observed in the first cycle results. Noted, however, was improvement in every strand and level over the comparison ratings from the First Cycle. District level Follow-up and Evaluation ratings have improved by one-half of a rating point across the set of 42 districts. These results mirror the findings from the first year of the Second Cycle.

Level		Strand			
		Planning	Delivery	Follow-up	Evaluation
District	2nd Cycle To Date (42)	3.61	3.58	3.09	2.97
	1 st Cycle (67)	3.19	3.38	2.46	2.40
School	2nd Cycle To Date (42)	3.33	3.44	2.91	2.82
	1 st Cycle (67)	2.96	3.20	2.50	2.50
Faculty	2nd Cycle To Date (42)	3.17	3.36	2.76	2.80
	1 st Cycle (67)	2.77	3.19	2.41	2.37
All Levels	2nd Cycle To Date (42)	3.36	3.47	2.93	2.87
	1 st Cycle (67)	2.94	3.27	2.49	2.42

Figure 4

Average Ratings for District Standards

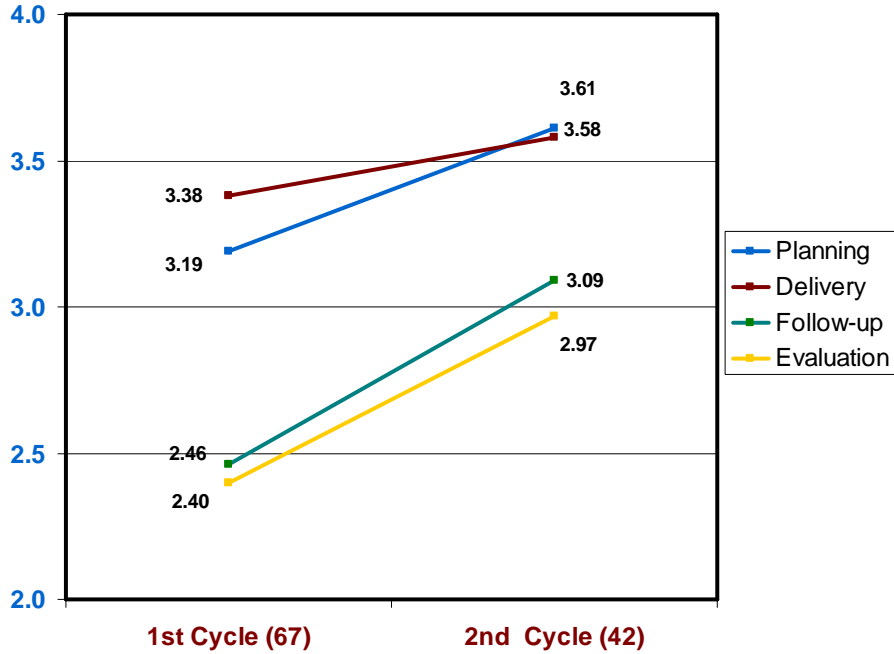


Figure 5

Average Ratings for School Standards

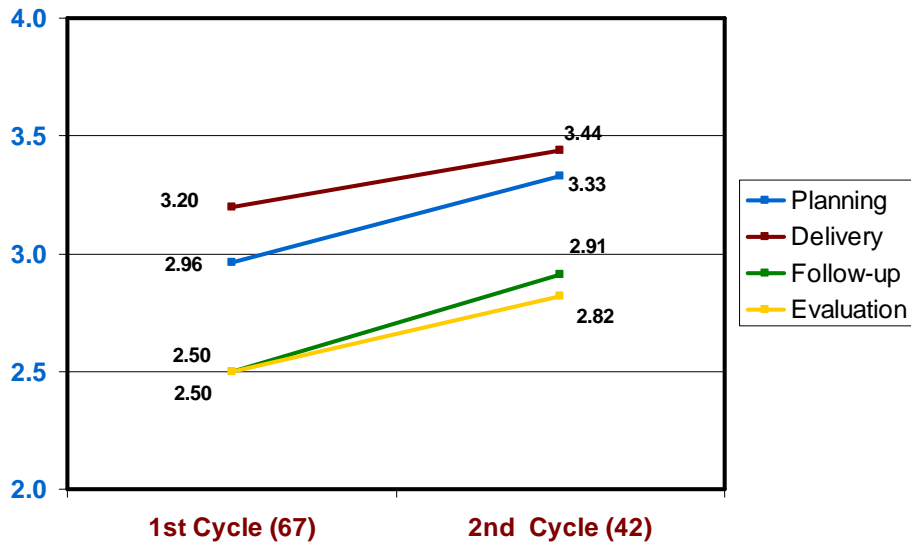


Figure 6

Average Ratings for Faculty Standards

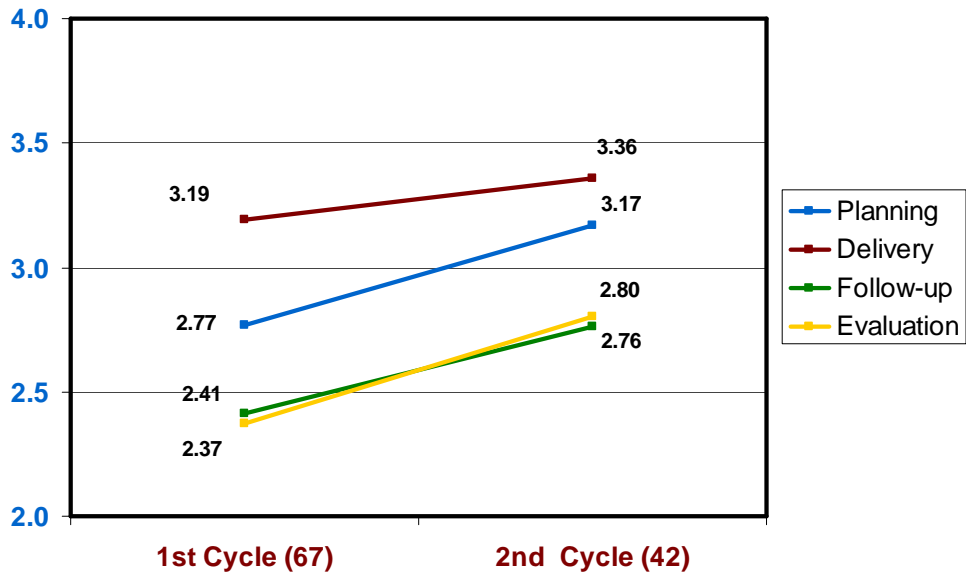
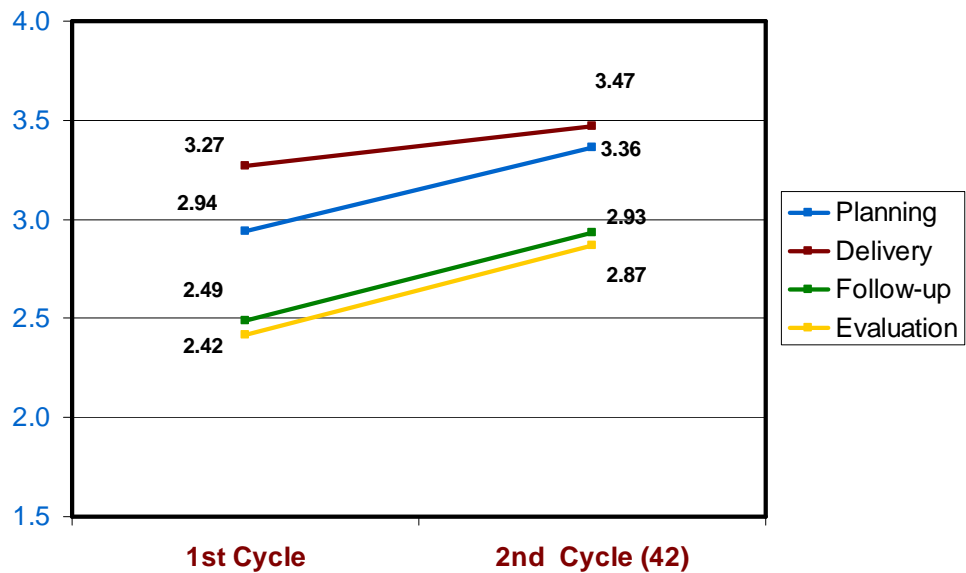


Figure 7

Average Ratings Across All Levels



Correlational Analysis

A correlational analysis was conducted across all 109 site visits conducted to date to examine the relationship between high ratings on the standards and the last district standard, 3.4.7 on Student Gains. This standard states: “The district demonstrates an overall increase in student achievement as measured by the Department’s school grading system.” The analysis demonstrated a positive relationship (.29) between ratings on student achievement increases and district level ratings, significant at the .02 level. In other words, **districts that receive good or excellent ratings on the district professional development standards also tend to have demonstrated greater increases in student achievement. These results support the effectiveness of high quality professional development programs in contributing to increased student achievement in school districts.** This correlation has maintained in the range between .29 and .36 over the three successive years of combined analyses, indicating that **the relationship between high district level performance on the professional development standards and high levels of student achievement is continuing over time and application of the standards by districts.**

Second Cycle District Ratings

To provide a more comprehensive statewide picture, ratings for the first year of the second cycle were averaged across all standards for each district (see Table 10). Note that this process reduces considerably the usefulness of the information by masking differences on individual standards. The best use of the data is by individual standard as each district strives to implement each of the standards. The average rating for the 42 districts reviewed across all standards was **3.16** with a range from **3.76 to 2.20**. The median number of ratings below 2.0 (Marginal in the 4-point rating scales) was 0 with the range from 0 to 14. These numbers represented a range of 0% to 21% of the 66 standards being rated below a “marginal” rating, with a median of 5%.

Most district ratings in the first two years of the second cycle, however, were “good” or “excellent” in the application of the standards to professional development. The median number of ratings at or above 3.5 (exemplary in the 4-point rating scale) was 25 with a range from 3 to 58. In terms of percentages, the numbers represent 5% to 88% of the 66 standards being rated exemplary with a median of 38%. These statistics were notably higher than for the first cycle.



Table 10				
Statistics for Years 1 & 2 of Second Cycle District Reviews				
Average Rating	Number of Ratings Below 2.0	Percent of Ratings Below 2.0	Number of Ratings at 3.5 or Above	Percent of Ratings at 3.5 or Above
3.76	0	0%	58	88%
3.71	0	0%	46	70%
3.69	0	0%	51	77%
3.67	0	0%	49	74%
3.62	3	5%	34	52%
3.58	0	0%	43	65%
3.58	3	5%	43	65%
3.56	0	0%	43	65%
3.52	0	0%	48	73%
3.49	3	4%	45	68%
3.48	3	5%	35	53%
3.47	1	2%	36	55%
3.42	5	8%	32	48%
3.42	0	0%	33	50%
3.39	3	5%	34	52%
3.38	3	4%	29	44%
3.35	3	5%	28	42%
3.34	2	3%	38	58%
3.33	4	6%	36	55%
3.31	3	5%	35	53%
3.29	3	5%	25	38%
3.18	3	4%	20	30%
3.16	3	5%	25	38%
3.15	3	5%	20	30%
3.13	3	5%	25	38%
3.09	5	8%	25	38%
3.05	5	8%	18	27%
3.04	3	5%	24	36%
3.04	3	5%	14	20%
3.01	3	5%	24	36%
3.00	3	5%	19	29%
2.98	6	9%	25	38%
2.95	7	11%	17	26%
2.93	4	6%	14	21%
2.88	4	6%	9	14%
2.8	4	6%	6	9%
2.79	10	15%	17	26%
2.78	3	5%	13	20%
2.74	3	5%	11	17%
2.71	8	12%	13	20%
2.63	6	6%	7	9%
2.20	14	21%	3	5%
Total Average= 3.16	Median = 3	Median = 0%	Median = 25	Median = 38%

Conclusions

The Department has generated and implemented the Florida Professional Development System Evaluation Protocol in accordance with Florida Statute. The Professional Development System Evaluation Protocol is based on a set of 66 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*. The first complete cycle of reviews for all 67 Florida districts was completed in the spring of 2006. The second year of a new 3-year Second Cycle was completed in the 2007-08 school year.

Overall conclusions from the analyses of the First Cycle and first two years of the Second Cycle were:

- 1. School districts demonstrated improvements in the second review cycle in implementing the standards over the first review cycle.** The overall average across all standards for 2006-07 was **3.16**, and for 2007-08 was **3.24**, with a Second Cycle average to date of **3.20** on the 4-point rating scale (1=Unacceptable, 4=Excellent). These averages were 6/10ths to 7/10ths of a rating point above the midpoint of 2.5 on the rating scale that ranged from 1 to 4. Average ratings across the 42 districts in the Second Cycle increased from **2.97** (First Cycle) to **3.20** (Second Cycle).
- 2. Most school districts are currently implementing most standards related to Planning and Delivery of professional development at the "good" or "excellent" level.** Averages for all strands and levels were above 2.5 (the midpoint) on the rating scale. All except 1 of the 42 districts received an average rating of over 2.5 across all standards reviewed.
- 3. Districts that receive good or excellent ratings on the district professional development standards also tend to have demonstrated greater increases in student achievement.** A correlational analysis was conducted to examine the relationship between high ratings on the standards and the last district standard, 3.4.7 on Student Gains. The analysis demonstrated a moderate positive relationship (.36) between the state's ratings of districts on student achievement increases and ratings on the quality of professional development in the district, significant at the .01 level. *These results support the effectiveness of high quality professional development programs in contributing to increased student achievement in school districts.*
- 4. The positive relationship between high district level performance on the professional development standards and high levels of student achievement is**



- increasing over time and application of the standards by districts. The correlational analysis improved from .31 for the first cycle to .36 for the completed set of 87 reviews conducted to date.
5. **Districts improved their adherence to the standards in all four strands (Planning, Delivery, Follow-up, and Evaluation) and three levels (District, School, and Faculty) of standards.** Every comparison of the 42 districts in the Second Cycle demonstrated improvements over the previous performance levels in the First Cycle for the strand and level.
 6. **The most dramatic improvements were noted in the district level standards.** Two of the four strands at the district level (**Follow-up and Evaluation**) increased by more than one-half rating point in the 4-point scale, a remarkable change in the three-to-four years since the previous review.
 7. **The highest ratings were noted in the Planning and Delivery strands across all three levels.** All of the highest average ratings were from the Planning and Delivery strands of standards. All Planning and Delivery standards received average ratings above 3.0. The areas receiving the highest ratings included **coordinated records** at all three levels, the standards at the district and school level on **content** reflecting a strong emphasis in professional development on the content areas specified in law, standards addressing the role of professional development in building **district leadership** and “**growing the organization,**” the **relevance of professional development** to school student achievement objectives and the professional needs of teachers, the processes used by districts in **determining professional development needs** of teachers, and the delivery of professional development through **learning strategies** that employ methods appropriate for adults such as demonstrations and practice.
 8. **Although improvements were noted in Follow-up and Evaluation, these strands continue to lag behind Planning and Delivery in overall ratings.** All of the lowest average ratings were from the Follow-up and Evaluation strands of standards. The lowest rating was in Faculty Level Follow-up. The average rating for the evaluation was the lowest for the four strands.
 9. **Districts continue to need to make improvements in the areas of Action Research, Web-based Resources and Assistance at the faculty and school levels, establishing and maintaining Learning Communities at the faculty level, and documenting professional development expenditures at the school level.** These were the five lowest rated standards in the Second Cycle to date, as they were in the first cycle.

Overall, these results demonstrate that districts have benefited from the review system through increased adherence to Florida’s standards on Professional Development. District staff have become more aware of and understand better how to design, implement, and maintain quality professional development systems that encourage all teachers to maximize their effectiveness in teaching students. Other benefits of the program are learning about practices throughout the state, and self-reviews by district staff of the quality of their own professional development systems.



Appendix A
Schedule of Site Visits by District



Schedule of Site Visits by District		
District	First Review	Second Review
Alachua	April, 2006	
Baker	April, 2005	October, 2007
Bay	April, 2004	January, 2007
Bradford	May, 2006	
Brevard	March, 2004	October, 2006
Broward	March, 2003	November, 2006
Calhoun	October, 2005	
Charlotte	May, 2006	
Citrus	November, 2003	May, 2007
Clay	September, 2005	
Collier	April, 2005	January, 2008
Columbia	October, 2005	
Desoto	April, 2003	October, 2006
Dixie	September, 2004	November, 2007
Duval	April, 2006	
Escambia	November, 2005	
Flagler	May, 2004	November, 2006
Franklin	November, 2005	
Gadsden	May, 2005	October, 2007
Gilchrist	March, 2005	October, 2006
Glades	April, 2004	March, 2007
Gulf	November, 2004	October, 2007
Hamilton	October, 2004	October, 2006
Hardee	April, 2006	
Hendry	April, 2006	
Hernando	November, 2004	January, 2008
Highlands	September, 2005	April, 2008
Hillsborough	November, 2004	April, 2008
Holmes	October, 2005	
Indian River	November, 2005	
Jackson	April, 2004	October, 2006
Jefferson	May, 2005	May, 2008
Lafayette	May, 2006	
Lake	April, 2003	January, 2007
Lee	April, 2005	April, 2008
Leon	October, 2004	November, 2007
Levy	March, 2006	
Liberty	March, 2005	April, 2008



Schedule of Site Visits by District (cont.)		
Madison	October, 2005	May, 2008
Manatee	May, 2006	
Marion	April, 2005	April, 2008
Martin	December, 2005	
Miami-Dade	May, 2005	
Monroe	October, 2004	October, 2006
Nassau	December, 2003	April, 2007
Okaloosa	May, 2005	April, 2008
Okeechobee	October, 2003	April, 2007
Orange	April, 2005	October, 2007
Osceola	October, 2004	November, 2007
Palm Beach	November, 2003	April, 2007
Pasco	April, 2005	December, 2007
Pinellas	April, 2004	April, 2007
Polk	October, 2004	April, 2007
Putnam	October, 2005	
Santa Rosa	November, 2004	December, 2007
Sarasota	October, 2005	
Seminole	December, 2005	
St. Johns	March, 2006	
St. Lucie	December, 2003	April, 2007
Sumter	April, 2003	November, 2006
Suwannee	April, 2005	May, 2008
Taylor	November, 2004	October, 2007
Union	November, 2004	May, 2008
Volusia	April, 2006	
Wakulla	November, 2005	
Walton	April, 2003	January, 2007
Washington	April, 2006	
FAMU Lab School	April, 2006	May, 2008
FAU Lab School	May, 2006	
FSU Lab School	May, 2006	
UF Lab School	May, 2006	
Florida School for the Deaf and Blind	May, 2006	



Appendix B

Professional Development Protocol Standards Matrix: District, School, Faculty Levels for First Cycle



Professional Development Protocol Standards Matrix: District, School, Faculty Levels for Second Cycle – 2006-07					
District	Rating	School	Rating	Faculty	Rating
3.1.1. District Needs Assessment	3.65	2.1.1. School Needs Assessment	3.55	1.1.1. Individual Needs Assessment	3.46
		2.1.2. Reviewing Professional Development Plans	3.48	1.1.2. Administrator Review	3.38
		2.1.3. Reviewing Annual Performance Appraisal Data	3.22	1.1.3. Priority of Needs	3.30
		2.1.4. Coordinating with SIP	3.56	1.1.4. Individual Professional Dev. Plan	2.96
3.1.2. Generating a District-wide Professional Development System	3.55	2.1.5. Generating a School-wide Professional Development System	3.22		
3.1.3. Content	3.90	2.1.6. Content	3.63	1.1.5. Content	3.49
3.1.4. Trainers	3.55				
		2.1.7. Learning Communities	2.66	1.1.6. Learning Communities	2.41
3.2.1. Relevance of Prof. Develop.	3.75	2.2.1. Relevance of Prof. Develop.	3.59	1.2.1. Relevance of Prof. Develop.	3.40
3.2.2. Learning Strategies	3.60	2.2.2. Learning Strategies	3.52	1.2.2. Learning Strategies	3.41
3.2.3. Sustained Training	3.50	2.2.3. Sustained Training	3.31	1.2.3. Sustained Training	3.02
3.2.4. Use of Technology	3.55	2.2.4. Use of Technology	3.16	1.2.4. Use of Technology	3.09
3.2.5. Time Resources:	3.25	2.2.5. Time Resources	3.53	1.2.5. Time Resources	3.43
3.2.6. Dollar Resources	3.55	2.2.6. Dollar Resources	3.03		
3.2.7. Coordinated Records	3.70	2.2.7. Coordinated Records	3.82	1.2.6. Coordinated Records	3.79
3.2.8. Leadership	3.75				
3.2.9. Growing the Organization	3.70				
3.3.1. Transfer to Students	3.00	2.3.1. Transfer to Students	3.37	1.3.1. Transfer to Students	3.41
3.3.2. Coaching and Mentoring	3.00	2.3.2. Coaching and Mentoring	2.90	1.3.2. Coaching and Mentoring	2.50
3.3.3. Web-based Resources and Assistance	2.90	2.3.3. Web-based Resources and Assistance	2.46	1.3.3. Web-based Resources and Assistance	2.35
3.3.4. Follow-up Coordination	2.95				
3.4.1. Implementing the System	3.05	2.4.1. Implementing the System	3.06	1.4.1. Implementing the Plan	3.26
3.4.2. Transfer into Classroom	2.70				
3.4.3. Student Changes	2.65	2.4.2. Student Changes	2.90	1.4.2. Student Changes	3.02
3.4.4. Evaluation Methods	2.85	2.4.3. Evaluation Methods	2.98	1.4.3. Evaluation Methods	3.22
				1.4.4. Action Research	1.49
3.4.5. Use of Results	2.85	2.4.4. Use of Results	2.94	1.4.5. Use of Results	3.01
3.4.6. Expenditures	2.70	2.4.5. Expenditures	2.19		
3.4.7. Student Gains	3.50				