

Executive Summary

Florida Department of Education

Professional Development System Evaluation Protocol

Cross-District Analysis 2006-07

Technical Report

by

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Executive Summary

Florida Department of Education Professional Development System Evaluation Protocol Cross-District Analysis 2006-07 Technical Report

Introduction

The Department has generated and implemented the Florida Professional Development System Evaluation Protocol in accordance with Florida Statute. 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 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 first year of a new 3-year Second Cycle was completed in the 2006-07 school year. The *Cross-District Analysis 2006-07 Technical Report* contains a full description of the results from the first year of the Second Cycle with comparisons to the First Cycle and to the performance levels of the districts in their first reviews.

Table 1 presents the average ratings 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 1-4. Overall, these results demonstrate more positive ratings in the areas of Planning (3.36) and Delivery (3.42) across all three levels, and less positive ratings for Follow-up (2.83) and Evaluation (2.80). 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 has improved by one-half of a rating point across the set of 20 districts.

A correlational analysis was conducted across all 87 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 moderate positive relationship (.36) between ratings on student achievement increases and district level ratings, significant at the .01 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 was slightly higher (up from .31) than the previous analysis for the first cycle, indicating that **the 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.**

Level		Strand			
		Planning	Delivery	Follow-up	Evaluation
District	2006-07	3.66	3.59	2.96	2.90
	First Cycle	3.19	3.38	2.46	2.40
School	2006-07	3.27	3.36	2.85	2.78
	First Cycle	2.96	3.20	2.50	2.50
Faculty	2006-07	3.14	3.32	2.68	2.74
	First Cycle	2.77	3.19	2.41	2.37
All Levels	2006-07	3.36	3.42	2.83	2.80
	First Cycle	2.94	3.27	2.49	2.42

Figure 1

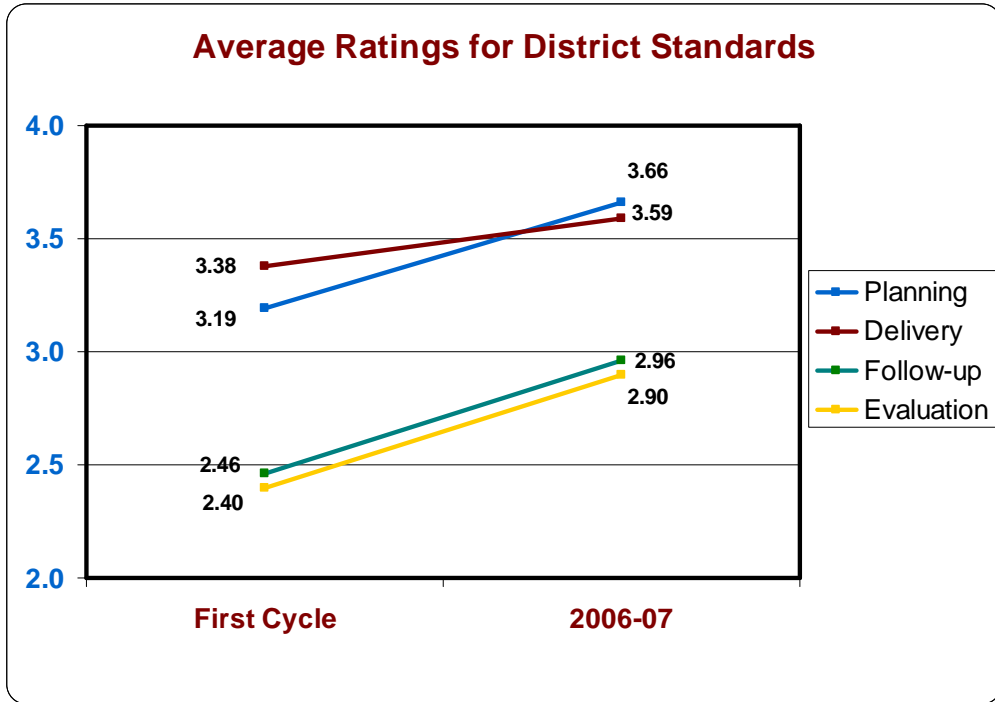


Figure 2

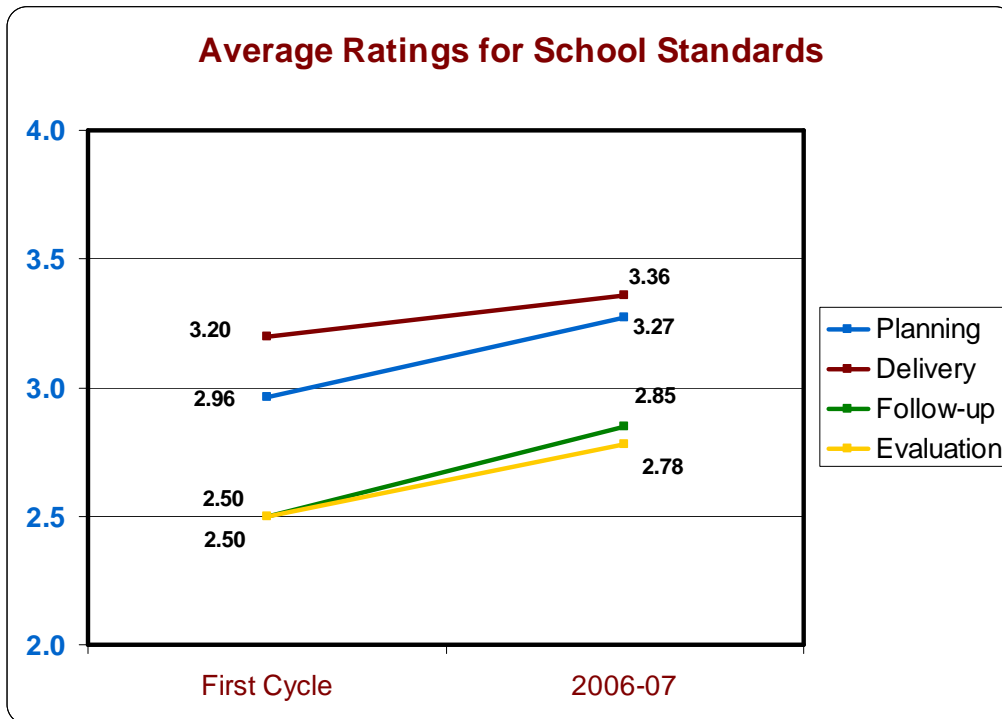




Figure 3

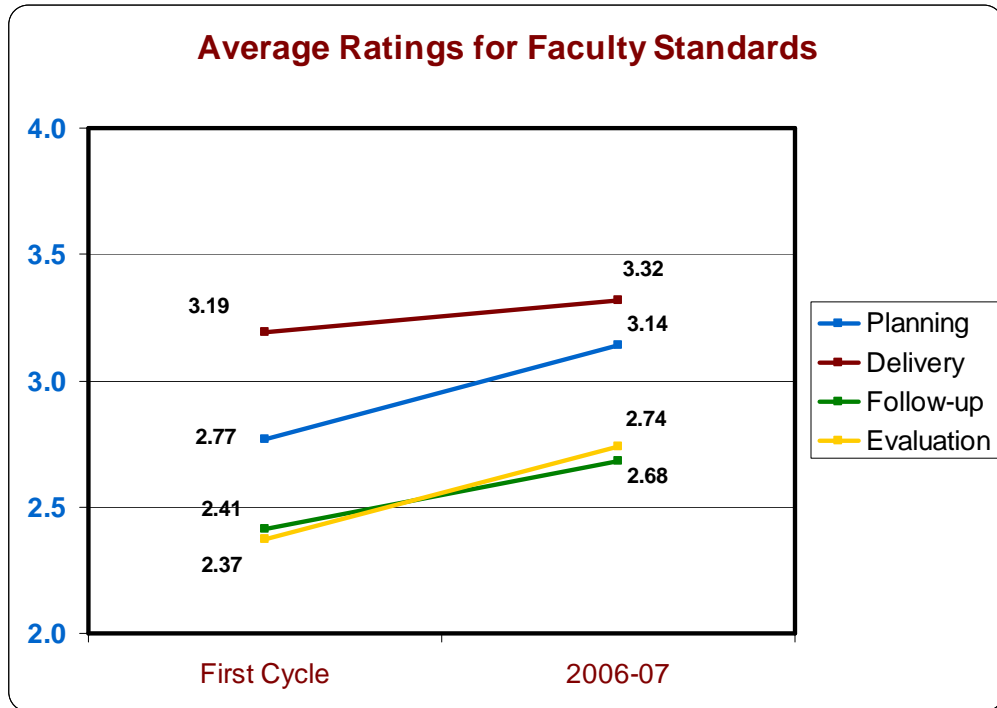
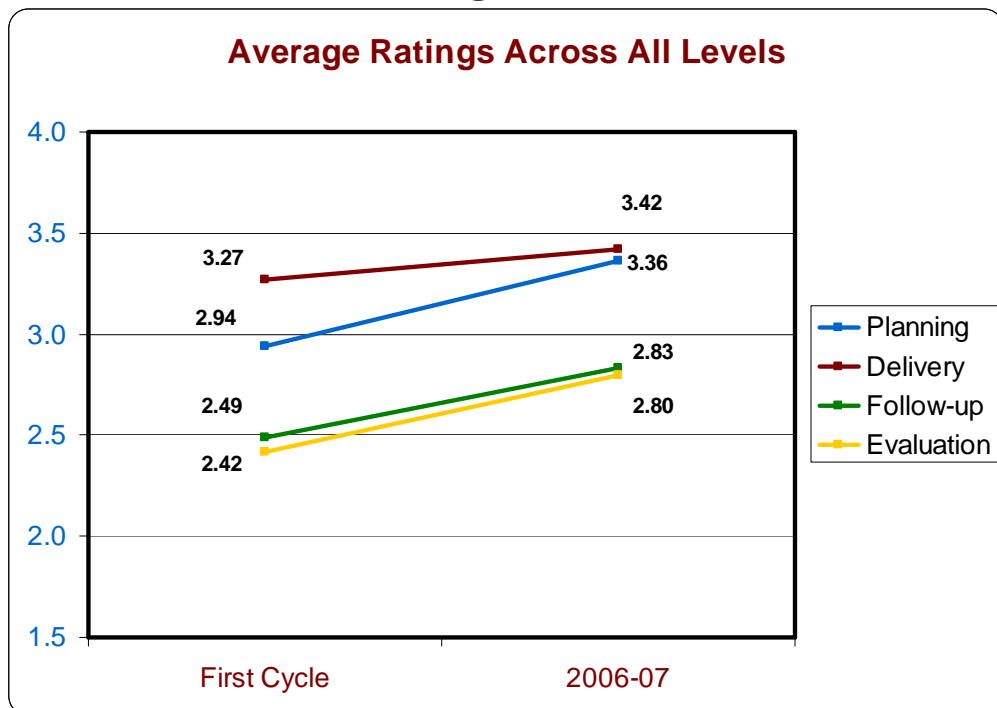


Figure 4





Conclusions

Overall conclusions from the analyses of the first cycle and first year of the second cycle were:

- 1. Almost all school districts demonstrated improvements in the second review cycle in implementing the standards in comparison with their ratings on the first review cycle.** Average ratings across the 20 districts increased from 2.86 to 3.16 on the 4-point rating scale (1=Unacceptable, 4=Excellent). This level also demonstrates an improvement over the total average across all 67 district reviews for the first cycle (2.97).
- 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 mid-point) on the rating scale. All except 1 of the 20 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 20 districts reviewed in 2006-07 demonstrated improvements over the previous performance levels for the same set of districts.
- 6. The most dramatic improvements were noted in the district level standards.** Three of the four strands at the district level increased by almost one-half or more 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 but one of the lowest average ratings were from the Follow-up and Evaluation strands of standards. The ratings in the evaluation strand were among the lowest in all levels.
 - 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, and documenting professional development expenditures at the school level.** These were the four lowest rated standards in the first year of the second cycle, 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.