

## NATIONAL/STATE/LOCAL ALIGNMENT

High Quality Professional Development Activities are Defined in “No Child Left Behind” as:	Florida Professional Development System Evaluation Protocol	National Staff Development Standards
η Sustained, intensive and classroom-focused	1.2.3. Sustained training 1.2.5. Time and resources	Quality Teaching (content)
η Having lasting and positive impact on classroom instruction	1.4.2. Student changes 1.3.1. Transfer to students 1.3.2. Coaching and mentoring	Data Driven (process)
η Not “one-day or short-term workshops or conferences”	1.2.3. Sustained training	Design (process)
η Designed to improve and increase teachers’ knowledge of the academic subjects the teachers teach	1.2.1. Relevance Individual Professional Development Plan (IPDP)	Quality Teaching (content) Learning (process)
η An integral part of the school-wide and district-wide educational improvement plans	1.1.1. Individual needs assessment 1.1.2. Administrator review of IPDP 1.1.3. Priority of needs	Learning communities (context) Leadership (context) Learning (process)
η Designed to increase the knowledge and skills needed to teach students challenging academic standards-based content	1.1.5. Content 1.1.4. IPDP	Quality teaching (content)
η Designed to improve classroom management skills	1.1.5. Content	Quality teaching (content)
η Developed with extensive participation of teachers, principals, parents and administrators	1.1.5. Individual needs assessment 2.1.1. School needs assessment	Evaluation (process)
η Regularly evaluated for impact on teacher effectiveness and student achievement	2.1.2. Reviewing IPDPs 2.1.3. Reviewing annual performance appraisal data 1.4.3. Evaluation methods 1.4.4. Action research 1.4.5. Use of results	Evaluation (process) Leadership (context)
η Using evaluation results to improve the quality of professional development	2.1.5. Generating a school-wide professional development system	Evaluation (process)
η Designed to include instruction in data analysis to inform and instruct classroom practice	1.1.5. Content	Data Driven (process)
η Providing follow-up training to teachers to ensure classroom implementation of knowledge and skills gained in professional development activities	1.3.1. Transfer to students 1.3.2. Coaching and mentoring 1.3.3. Web-based resources and assistance	Collaboration (process) Learning communities (context) Resources (context)

η Including instruction in ways that schools can effectively work with parents	1.1.5. Family involvement (content)	Family involvement (content)
η Providing instruction for students with special needs	1.1.5. Content	Equity (content)
η Scientifically research-based	3.1.2. District Professional Development systems research-evidenced based	Research-based (process)