

Florida Professional Development System Evaluation Protocol

The 2000 Legislature enacted new legislation to improve the quality of professional development.

Florida Statutes, 1012.98 *School Community Professional Development Act* requires the DOE to design methods by which school districts may evaluate and improve professional development systems.

This evaluation must include annual assessment of data indicating progress or lack of progress of students

- ❖ If review of data indicates progress, DOE shall identify best practices contributing to progress
- ❖ If review of data indicates lack of progress, DOE shall investigate the causes of lack of progress, provide technical assistance and require school districts to employ a different approach to professional development

Legislation requires:

- ❖ Districts to design a system of professional development
- ❖ DOE to approve the professional development systems
- ❖ Linkages among professional development activities, student and instructional personnel needs, school improvement plans, annual school reports, student achievement data and personnel performance appraisal data
- ❖ Professional development offerings to focus in the areas of:
Subject/content teaching methods, especially reading
- ❖ Sunshine State Standards
- ❖ Technology
- ❖ Assessment and data analysis
- ❖ Classroom management
- ❖ School Safety
- ❖ Family Involvement
- ❖ School principals establish professional development plans for all instructional staff
- ❖ Training needs identified in individual PDPs must:

1. clearly relate to specific performance data of students to whom the teachers is assigned
2. include clearly defined training objectives and specific/measurable improvements in student performance
3. include an evaluation component in which principals measure the extent that the training activity accomplishes performance gains predicted
4. identification of student performance data used to define training needs

Purposes of the Professional Development System Evaluation Protocol

- ❖ Ensure high quality district, school, faculty professional development systems
- ❖ Provide data for annual report to key policymakers on the quality of district professional development systems
- ❖ Provide school districts with methods and protocols to conduct ongoing assessments on the quality of professional development

Components of the Professional Development System Evaluation Protocol

- ❖ Design methods
- ❖ Annual assessment of data that indicates progress or lack of progress of all students
- ❖ Methods for the DOE to use in identifying best practices in professional development
- ❖ Methods for the DOE to use to investigate causes of lack of progress and target technical assistance efforts

Overview of the System

- ❖ Based on set of standards (NSDC/requirements in Florida Law)
- ❖ Designed for use by the DOE (site visits), district staff (site visits) and school staff/SAC (self-check)
- ❖ Standards reflect 3 levels of Professional development (faculty/school/district)
- ❖ Standards address planning, delivery, follow-up and evaluation of Professional development
- ❖ Training for reviewers conducted February 2003 and 5 site visits began in March (Broward/Lake/Sumter/DeSoto/Walton)

- ❖ Second training session for reviewers scheduled for September 2003 and 12 site visits planned for 2003-04

Technical Assistance/Resources for Staff Development Directors

- ❖ Training on the use of the protocols
- ❖ Online resources, support from NSDC staff
- ❖ Ongoing training in the area of Evaluation
- ❖ Regional technical assistance sessions
- ❖ Training in the areas of Learning Communities and Action Research
- ❖ Templates of checklists adapted for PDA's