

Professional Development Protocol Standards Matrix: District, School, Faculty Levels Planning

District	School	Faculty
<p>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 and surveys or other methods of collecting data from faculty and staff in all schools on areas of need for professional development.</p>	<p>School Needs Assessment: The school conducts an annual needs assessment that includes a classroom-by-classroom analysis of disaggregated student achievement data by content area and skills and surveys or other methods of collecting data from all faculty and staff on areas of need for professional development.</p>	<p>Individual Needs Assessment: The faculty member reviews classroom-level reports of disaggregated student achievement data by content area and skills in addition to school initiatives, the School Improvement Plan, teacher certification needs, professional growth interests, and other information to identify individual needs for additional professional development.</p>
<p>Generating a District-wide Professional Development System: Based on the needs assessment, the district generates a district-wide Professional Development System comprised of professional development that is scientifically research-based and that is aligned and linked with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning.</p>	<p>Reviewing Professional Development Plans: The school administrator determines the extent to which each training activity on each IPDP for the previous year accomplished the student performance gains that were predicted to result from the training activity, and identifies any unmet needs or undelivered training.</p>	<p>Administrator Review. The faculty member meets with the school administrator to determine any additional training needs based on performance appraisal data and school or grade level priorities.</p>

	<p>Reviewing Annual Performance Appraisal Data: The school administrator reviews the results from annual performance appraisals of faculty and uses these results in determining professional development for individual faculty members and the school.</p>	<p>Priority of Needs: First priority in determining professional development is given to needs identified through disaggregated classroom-level student achievement data.</p>
	<p>Coordinating with SIP: The planning process for school-level professional development is conducted in conjunction with and considers needs, goals, and objectives identified in the School Improvement Plan to meet Goal 3, including training needed for school-wide or content area changes and improvements.</p>	<p>Individual Professional Development Plan: The Individual Professional Development Plan (IPDP) is directly related to specific student performance data for those areas to which the teacher is assigned, contains clearly defined training objectives, specifies measurable improvement in student performance resulting from the training activity, and includes an evaluation component documenting the expected student performance gains.</p>
	<p>Generating a School-wide Professional Development System: As part of the School Improvement Plan, the school administrator and School Advisory Council generate a school-wide Professional Development System that is aligned and linked with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans,</p>	

	annual performance appraisal data for teachers and administrators, annual school reports, and school and district strategic planning.	
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.	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.	Content: Training activities in the plan focus primarily on the Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety.
	Learning Communities: The school organizes adults into learning communities whose goals are aligned with those of the school and district.	Learning Communities: The faculty member participates in learning communities of adults whose goals are aligned with those of the school and district.