

**Professional Development Protocol Standards Matrix: District, School, Faculty Levels  
Evaluation**

District	School	Faculty
<p><b>Implementing the System:</b> The district conducts a formal evaluation of professional development that documents the extent to which planned professional development was implemented, and information on the extent of participation across schools and subgroups</p>	<p><b>Implementing the System:</b> The school conducts an evaluation that documents that the school-wide Professional Development System was implemented as written or revised and that faculty members applied the newly learned knowledge and skills in the classroom.</p>	<p><b>Implementing the Plan:</b> The faculty member and school administrator conduct an evaluation that documents that the IPDP was implemented as written or revised and the faculty member applied the newly learned knowledge and skills in the classroom.</p>
<p><b>Transfer into Classroom:</b> At least 10% of the professional development conducted throughout the district will include a formal evaluation documenting that faculty members applied the newly learned knowledge and skills in the classroom.</p>		
<p><b>Student Changes:</b> The evaluation documents that the professional development accessed contributed to expected student performance gains.</p>	<p><b>Student Changes:</b> The evaluation documents that the professional development accessed contributed to expected student performance gains.</p>	<p><b>Student Changes:</b> The faculty member documents the professional development accessed contributed to expected student performance gains.</p>

<p><b>Evaluation Methods:</b> Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, action research, and checklists of performance when appropriate.</p>	<p><b>Evaluation Methods:</b> Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, action research, and checklists of performance when appropriate.</p>	<p><b>Evaluation Methods:</b> Evaluations of the effect of training on student achievement are demonstrated through standardized achievement tests when available or through other achievement measures such as district achievement tests, teacher-constructed tests, portfolios, and checklists of performance when appropriate.</p>
		<p><b>Action Research:</b> Evaluations of the effect of training are incorporated into pilot studies and action research conducted by the teacher.</p>
<p><b>Use of Results:</b> The district uses the results of the district-level evaluation as part of the needs assessment process for the next school year's district professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.</p>	<p><b>Use of Results:</b> The school administrator and SAC use the results of the school-level evaluation as part of the needs assessment process for the next school year's professional development planning process and to discontinue professional development if it does not demonstrate improvements in student performance.</p>	<p><b>Use of Results:</b> The faculty member uses the results of the IPDP evaluation as part of the needs assessment process for the next school year's IPDP development and to discontinue professional development if it does not demonstrate improvements in student performance.</p>
<p><b>Expenditures:</b> The district documents the total expenditure of resources for professional development and is in compliance with f.s. 1012.98 and any proviso language governing the state</p>	<p><b>Expenditures:</b> The school administrator documents the total expenditure of resources for professional development and is in compliance with f.s. 1012.98 and any proviso language</p>	

<p>supported categorical professional development activities. Expenditures include a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety, and family involvement.</p>	<p>governing the state supported categorical professional development activities. Expenditures include a breakdown by these categories: Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, and school safety, and family involvement.</p>	
<p><b>Student Gains:</b> The districts demonstrate an overall increase in student achievement as measured by the Department's school grading system.</p>		