Florida Department of Education

Professional Development System Evaluation Protocol

Third Cycle/Second Year Technical Report School Year 2011-2012

by

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Introduction

In the year 2000, the Florida Legislature required the Florida Department of Education (Department) to develop and implement a system for evaluating the quality of district professional learning systems. Pursuant to those requirements stipulated in **section 1012.98 – School Community Professional Development Act, F.S.** and legislative proviso language, the Department generated the Professional Development System Evaluation Protocol. The First Cycle of reviews for all 67 districts began in the 2002-03 school year and concluded by June 2006. The Second Cycle was implemented in three years from the 2006-07 school year through the 2008-09 school year, plus reviews of the four developmental research schools located at Florida Agricultural and Mechanical University, Florida Atlantic University, Florida State University, and University of Florida. Given the myriad of changes in professional learning that occurred during the decade, the Department took the 2009-10 school year to revise and update the system, generating the Third Cycle of the Professional Development System Evaluation Protocol. Reviews began again in 2010-11 in a four-year cycle with 19 districts reviewed in Year 1 of the Third Cycle. This report documents the Second Year (2011-12) of implementing the Third Cycle in 17 school districts.

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 Third Cycle of the Professional Development System Evaluation Protocol is based on a set of 65 standards that describe the characteristics and components of a quality professional development system that meets the requirements of Florida's laws. These standards were generated from the statements in Florida's laws as well as the professional development standards generated by Learning Forward (formerly *National Staff Development Council*) entitled *Standards for Staff Development (Revised, 2001)*. The standards reflect three levels of the Professional Development System and four strands incorporated into each level as follows:

Levels	**Strands**
1.0 Educator Level	♦ Planning
2.0 School Level	♦ Learning
3.0 District Level	♦ Implementing
	♦ Evaluating

The model employs a basic systems approach to professional learning addressing these general questions:
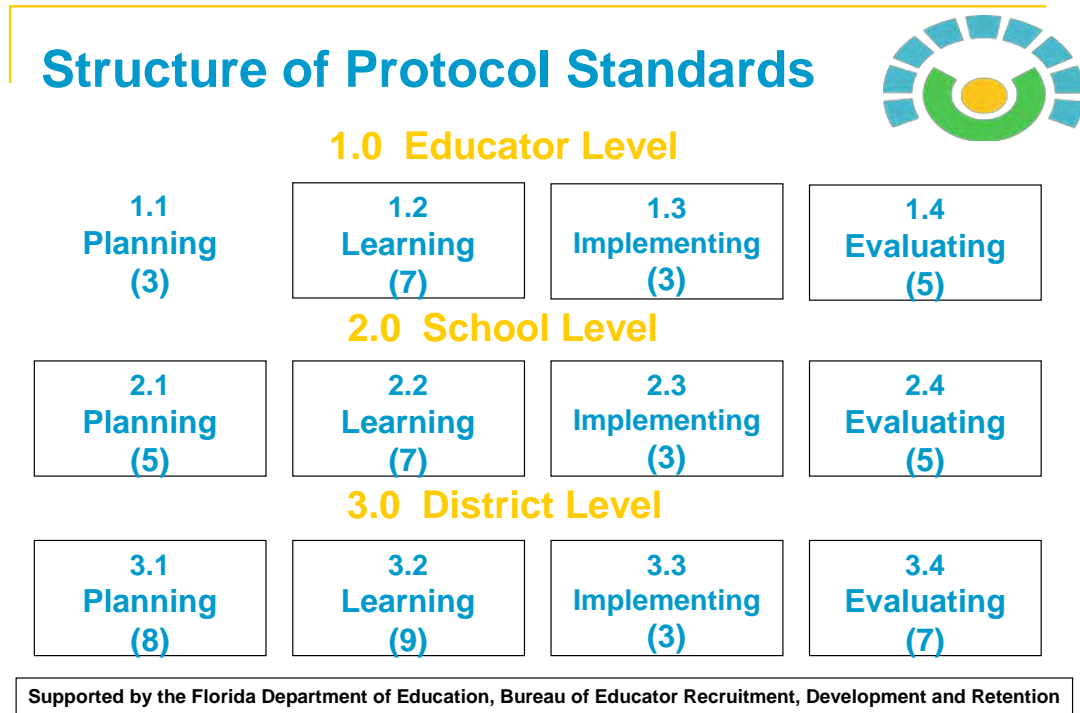
- ♦ **Planning:** What planning occurs to organize and support the professional learning for educators?
- ♦ **Learning:** What is the quality of the professional learning in which educators participate?
- ♦ **Implementing:** How do educators apply the skills and knowledge gained through the professional learning?
- ♦ **Evaluating:** What evaluation occurs to ensure that the professional learning resulted in educators applying what they learned in the classroom and improvements in student learning occurred as a direct outcome?

Figure 1 *(following page)* presents a schematic displaying the three levels and four strands. Note that the Florida Department of Education, Bureau of Educator Recruitment, Development and Retention, provides support and assistance for professional development activities and services in Florida's public school districts and is displayed as a supporting service at the bottom of Figure 1.

As displayed in Table 1, the scale used for judging each rating is a 4-point scale ranging from unacceptable to excellent. The midpoint on this scale is 2.5.

Table 1	
Rating Scale for Protocol	
1. Unacceptable:	Little or no evidence that the district is implementing the standard
2. Marginal:	Some, but inconsistent evidence that the district is implementing the standard (observed in a few educators or schools, a few components of the standard)
3. Good:	Considerable evidence that the district is implementing the standard (observed in many educators and schools, many components of the standard)
4. Excellent:	Pervasive evidence that the district is implementing the standard (almost all educators and schools, almost all components of the standard)

Figure 1

Structure of Protocol Standards

1.0 Educator Level

| 1.1 Planning (3) | 1.2 Learning (7) | 1.3 Implementing (3) | 1.4 Evaluating (5) |

2.0 School Level

| 2.1 Planning (5) | 2.2 Learning (7) | 2.3 Implementing (3) | 2.4 Evaluating (5) |

3.0 District Level

| 3.1 Planning (8) | 3.2 Learning (9) | 3.3 Implementing (3) | 3.4 Evaluating (7) |

Supported by the Florida Department of Education, Bureau of Educator Recruitment, Development and Retention

Florida Department of Education
Bureau of Educator Recruitment, Development and Retention

Although districts are responsible for creating and implementing a district professional development system, educators in the public schools are the participants in the professional learning and are the ones who in turn use the skills and knowledge gained in their everyday teaching. Much of the planning and implementation of professional learning occurs at the school level. A comprehensive review of the quality of district professional development systems must encompass the perspective of educators and school administrators as well as district coordinators and directors. The Protocol System incorporates input from all three levels in making judgments about the overall district professional development system: educator, school, and district. The system is described in detail in the document entitled ***Professional Development System Evaluation Protocol: Protocol System, Third Cycle, 2010-2014,*** available online at http://www.fldoe.org/profdev/pdstandards.asp.

District Selections and Visits

The first year of the Third Cycle (2010-11) included reviews of 19 of the 67 Florida school districts (28%). An additional 17 districts (25%) were reviewed during the second year of the cycle (2011-12). A total of 36 school districts (54%) were reviewed in the first two years of the Third Cycle, as presented in Table 2, with 31 districts (46%) remaining to complete the cycle.

Table 2 **Selected Districts for Years 1 and 2 of Third Cycle**			
Third Cycle, Year 1 (2010-11)			
• Bay • Desoto • Flagler • Franklin • Gadsden	• Gilchrist • Glades • Jackson • Jefferson • Lake	• Leon • Orange • Palm Beach • Pinellas • Polk	• St Lucie • Sumter • Taylor • Walton
Third Cycle, Year 2 (2011-12)			
• Baker • Broward • Citrus • Collier • Columbia	• Dixie • Hamilton • Hendry • Lee	• Madison • Marion • Nassau • Okaloosa	• Okeechobee • Osceola • Pasco • Santa Rosa

For the First and Second Cycles of reviews, districts were selected in a systematic process to ensure each year included reviews of small, medium, and large districts spread geographically across the state. The Third Cycle for the reviews generally maintained a similar order for selection as the First and Second Cycles with adjustments to ensure representation each year by size and geographic location. Appendix A contains the schedule of site visits conducted to date for each district.

The Department organized and conducted onsite visits to school districts to apply the Professional Development System Evaluation Protocol. Site visits included:

A. Interviews with district-level staff including the directors of professional learning, curriculum and instruction, testing/assessment, and leadership development, as appropriate.

B. Reviews of documents depicting and supporting the district's Professional Development System including the ways in which these items are incorporated into the process: disaggregated student data, school improvement plans, surveys of teachers' professional learning needs, annual performance appraisal data for educators/administrators, annual school reports, evaluation reports, expenditure records, and student achievement data.

C. Reviews of memos and directives to school principals and educators concerning policies and procedures for the Professional Development System.

D. Site visits to selected schools (elementary, middle, and high) where reviewers interviewed the principal and other administrators, conducted interviews with selected educators, and reviewed documentation including School Improvement Plans, professional learning manuals and agendas, budget records, Individual Professional Development Plans (IPDPs) for instructional personnel, Individual Leadership Development Plans (ILDPs) for administrators, and evaluation reports and documents.

Statistical Findings

This report presents several sets of findings. The first section addresses information concerning the process used to implement reviews in the Second Year of the Third Cycle. The second section includes a combined analysis of reviews of all 36 school districts for the First and Second Years of the Third Cycle. Mean ratings by standard and standard deviations for those means are presented along with the highest and lowest rated standards. Finally, summaries of results for both years by strand and level within the Third Cycle Protocol System are presented.

Process Results

Table 3 contains data related to the 17 district site visits conducted in the Second Year-Third Cycle. District site visits were conducted by teams of reviewers for 4-5 days, including remaining onsite for a half-day to complete the reports. Of the 17 visits completed, 15 lasted 4 days and 2 took an entire 5-day week. The average number of days per visit was 4.1. Over the year, site visits lasted a total of 70 days. Third Cycle teams ranged in size from 3 to 17. Teams totaled 114 people over the year, and averaged 6.7 people per team. Fulfilling the legislative requirements for collaborative development and implementation, reviewers included staff from the Florida Department of Education; professional learning staff from other school districts; staff from regional consortia and statewide professional learning and technical assistance groups; and qualified university and state college faculty who did not have a working relationship with the district under review.

Team Leaders and Assistant Team Leaders accounted for 24 of the participants, and 90 volunteers served on the teams representing school districts, consortia, and university staff. The volunteer time accounted for 383 days of contributed time to the overall system. Contributors included the Heartland Educational Consortium, North East Florida Educational Consortium (NEFEC), Florida Diagnostic and Learning Resource System-Gulfcoast, Florida Learning and Diagnostic Resources System-Springs, Schultz Center for Teaching and Leadership, Florida A & M University Developmental Research School, Florida State University School, Barry University, Daytona State College, Florida A & M University, University of Central Florida, University of South Florida, University of Florida, and University of West Florida.

District	Dates	Days	Schools-% of Total	Team Size	Team Leader/ATLs	Volunteers
Table 3 Schedule of Visits for Second Year-Third Cycle						
Baker	Oct. 17-20, 2011	4	2 (67%)	3	1	2
Broward	Jan. 23-27, 2012	5	22 (10%)	17	2	15
Citrus	Feb. 6-9, 2012	4	3 (17%)	4	1	3
Collier	Feb. 13-16, 2012	4	6 (13%)	9	2	7
Columbia	Feb. 21-24, 2012	4	3 (23%)	4	1	3
Dixie	Oct. 3-6, 2011	4	3 (75%)	4	1	3
Hamilton	Jan. 23-26, 2012	4	3 (75%)	4	1	3
Hendry	Nov. 29-Dec. 2, 2011	4	3 (30%)	4	1	3
Lee	April 30-May 4, 2012	5	8 (10%)	8	1	7
Madison	May 14-17, 2012	4	3 (60%)	3	2	1
Marion	Nov. 14-17, 2011	4	6 (13%)	8	1	7
Nassau	Nov. 7-10, 2011	4	3 (25%)	5	1	4
Okaloosa	Oct. 24-27, 2011	4	6 (18%)	9	2	7
Okeechobee	Oct. 31 – Nov. 3, 2011	4	3 (75%)	5	1	4
Osceola	May 21-24, 2012	4	6 (14%)	9	2	7
Pasco	Dec. 5-8, 2011	4	7 (10%)	10	1	9
Santa Rosa	May 7-10, 2012	4	5 (19%)	8	3	5
Total		70	92	114	24	90
Average		4.1	5.4	6.7	1.4	5.3

Results by Standard for First and Second Year-Third Cycle

This report presents combined results for the First and Second Year of the Third Cycle based on the 36 district reviews conducted to date: 19 reviews in the 2010-11 school year and 17 reviews for 2011-12. The section includes presentations for only the Second Year as well as combined analyses of the First and Second Years of the Third Cycle. Also presented are summaries of results by strand within the protocol system.

Table 4 presents the mean ratings and standard deviations for the Second Year-Third Cycle for each standard in numbered order from the district level to the educator level. The overall mean (average) rating across all standards for the Second Year-Third Cycle was **3.3**, a level that was above the midpoint of 2.5 on the rating scale that ranged from 1 to 4. The overall average standard deviation was **0.6**, slightly greater than ½ of a score point. The cross-district averages for the Second Year-Third Cycle ranged from **4.0** for Research/Evidence Basis (3.1.3) and Content Focused (3.2.2) at the district level, to **2.5** for Web-based Resources and Assistance (1.3.3) at the educator level. Standard deviations across all standards ranged from **.0** for the two standards with perfect 4 ratings to **1.2** for Leadership Development.

Table 5 presents the mean ratings and standard deviations for standards in rank order from highest to lowest mean. Note that all standards for 2011-12 were at the mid-point of the range (2.5) or higher, with 22 (34%) at 3.5 or higher, a level defined in the system as exemplary. A total of 12 standards received ratings at or above 3.7, as displayed below:

3.1.3. Research/Evidence Basis	**4.0**
3.2.2. Content Focused	**4.0**
3.1.4. Content Standards for Student Outcomes	**3.9**
3.1.5. Integration of Initiatives	**3.9**
3.2.7. Coordinated Records	**3.9**
3.2.8. District Support	**3.9**
1.2.7. Coordinated Records	**3.9**
2.2.2. Content Focused	**3.8**
3.1.1. District Needs Assessment	**3.7**
3.1.2. Generating a District-wide Professional Development System	**3.7**
3.2.5. Use of Technology	**3.7**
1.2.2. Content Focused	**3.7**

Almost all of these standards are located in the district level Planning or Learning sections. They generally represent standards that have been included in the system for all three cycles.

Table 4 Second Year-Third Cycle Means and Standard Deviations by Standard		
Standards	**Mean 2011-12**	**SD 2011-12**
3.1.1. District Needs Assessment	**3.7**	**0.6**
3.1.2. Generating a District-wide Professional Development System	**3.7**	**0.6**
3.1.3. Research/Evidence Basis	**4.0**	**0.0**
3.1.4. Content Standards for Student Outcomes	**3.9**	**0.2**
3.1.5. Integration of Initiatives	**3.9**	**0.3**
3.1.6.* Leadership Development	**2.8**	**1.2**
3.1.7. Non-instructional Staff	**3.4**	**0.8**
3.1.8. Professional Learning Facilitators	**3.3**	**1.0**
3.2.1. Learning Communities	**3.4**	**0.5**
3.2.2. Content Focused	**4.0**	**0.0**
3.2.3 Learning Strategies	**3.5**	**0.6**
3.2.4. Sustained Professional Learning	**3.5**	**0.6**
3.2.5. Use of Technology	**3.7**	**0.5**
3.2.6. Time Resources	**3.4**	**0.7**
3.2.7. Coordinated Records	**3.9**	**0.3**
3.2.8. District Support	**3.9**	**0.2**
3.2.9. Learning Organization	**3.6**	**0.8**
3.3.1. Implementation of Learning	**3.4**	**0.8**
3.3.2. Coaching and Mentoring	**3.2**	**0.7**
3.3.3. Web-based Resources and Assistance	**3.2**	**0.8**
3.4.1. Implementing the System	**3.3**	**0.9**
3.4.2. Implementation of Learning	**3.1**	**1.0**
3.4.3. Changes in Students	**2.9**	**1.1**
3.4.4. Evaluation Measures	**3.1**	**1.0**
3.4.5. Use of Results	**3.1**	**1.1**
3.4.6. Fiscal Resources	**3.5**	**0.6**
3.4.7. Student Gains	**3.1**	**0.9**
2.1.1. School Needs Assessment	**3.6**	**0.4**
2.1.2. Reviewing Professional Development Plans	**3.6**	**0.5**
2.1.3. Reviewing Annual Performance Appraisal Data	**3.3**	**0.5**
2.1.4. Generating a School-wide Professional Development System	**3.4**	**0.4**
2.1.5. Individual Leadership Development Plan	**2.7**	**0.9**

Table 4 (cont.) Second Year-Third Cycle Means and Standard Deviations by Standard		
Standards	**Means 2011-12**	**SD 2011-12**
2.2.1. Learning Communities	3.3	0.6
2.2.2. Content Focused	3.8	0.2
2.2.3. Learning Strategies	3.4	0.5
2.2.4. Sustained Professional Learning	3.2	0.5
2.2.5. Use of Technology	3.4	0.4
2.2.6. Time Resources	3.5	0.5
2.2.7. Coordinated Records	3.3	0.5
2.3.1. Implementation of Learning	3.4	0.5
2.3.2. Coaching and Mentoring	2.8	0.6
2.3.3. Web-based Resources and Assistance	2.8	0.6
2.4.1. Implementing the Plan	3.0	0.6
2.4.2. Changes in Educator Practice	3.0	0.4
2.4.3. Changes in Student	2.8	0.6
2.4.4. Evaluation Methods	3.1	0.6
2.4.5. Use of Results	3.0	0.8
1.1.1. Individual Needs Assessment	3.6	0.4
1.1.2. Administrator Review	3.5	0.5
1.1.3. Individual Professional Development Plan	3.2	0.5
1.2.1. Learning Communities	2.9	0.7
1.2.2. Content Focused	3.7	0.3
1.2.3. Learning Strategies	3.1	0.5
1.2.4. Sustained Professional Learning	3.1	0.5
1.2.5. Use of Technology	3.1	0.2
1.2.6. Time Resources	3.5	0.5
1.2.7. Coordinated Records	3.9	0.2
1.3.1. Implementation of Learning	3.4	0.3
1.3.2. Coaching and Mentoring	2.6	0.6
1.3.3. Web-based Resources and Assistance	2.5	0.4
1.4.1 Implementing the Plan	3.1	0.7
1.4.2. Changes in Educator Practice	2.8	0.5
1.4.3. Changes in Students	2.8	0.4
1.4.4. Evaluation Methods	2.9	0.6
1.4.5. Use of Results	2.9	0.6
Average across All 65 Standards*	**3.3**	**0.6**

*Note: Four districts received no rating for standard 3.1.6, Leadership Development; thus the n for this standard was 61 instead of 65.

Table 5 Second Year-Third Cycle Means and Standard Deviations in Rank Order by Standard		
Standards	**Mean 2011-12**	**SD 2011-12**
3.1.3. Research/Evidence Basis	**4.0**	**0.0**
3.2.2. Content Focused	**4.0**	**0.0**
3.1.4. Content Standards for Student Outcomes	**3.9**	**0.2**
3.1.5. Integration of Initiatives	**3.9**	**0.3**
3.2.7. Coordinated Records	**3.9**	**0.3**
3.2.8. District Support	**3.9**	**0.2**
1.2.7. Coordinated Records	**3.9**	**0.2**
2.2.2. Content Focused	**3.8**	**0.2**
3.1.1. District Needs Assessment	**3.7**	**0.6**
3.1.2. Generating a District-wide Professional Development System	**3.7**	**0.6**
3.2.5. Use of Technology	**3.7**	**0.5**
1.2.2. Content Focused	**3.7**	**0.3**
3.2.9. Learning Organization	**3.6**	**0.8**
2.1.1. School Needs Assessment	**3.6**	**0.4**
2.1.2. Reviewing Professional Development Plans	**3.6**	**0.5**
1.1.1. Individual Needs Assessment	**3.6**	**0.4**
3.2.3 Learning Strategies	**3.5**	**0.6**
3.2.4. Sustained Professional Learning	**3.5**	**0.6**
3.4.6. Fiscal Resources	**3.5**	**0.6**
2.2.6. Time Resources	**3.5**	**0.5**
1.1.2. Administrator Review	**3.5**	**0.5**
1.2.6. Time Resources	**3.5**	**0.5**
3.1.7. Non-instructional Staff	**3.4**	**0.8**
3.2.1. Learning Communities	**3.4**	**0.5**
3.2.6. Time Resources	**3.4**	**0.7**
3.3.1. Implementation of Learning	**3.4**	**0.8**
2.1.4. Generating a School-wide Professional Development System	**3.4**	**0.4**
2.2.3. Learning Strategies	**3.4**	**0.5**
2.2.5. Use of Technology	**3.4**	**0.4**
2.3.1. Implementation of Learning	**3.4**	**0.5**
1.3.1. Implementation of Learning	**3.4**	**0.3**
3.1.8. Professional Learning Facilitators	**3.3**	**1.0**

Table 5 (cont.) Second Year-Third Cycle Means and Standard Deviations in Rank Order by Standard		
Standards	**Means 2011-12**	**SD 2011-12**
3.4.1. Implementing the System	**3.3**	**0.9**
2.1.3. Reviewing Annual Performance Appraisal Data	**3.3**	**0.5**
2.2.1. Learning Communities	**3.3**	**0.6**
2.2.7. Coordinated Records	**3.3**	**0.5**
3.3.2. Coaching and Mentoring	**3.2**	**0.7**
3.3.3. Web-based Resources and Assistance	**3.2**	**0.8**
2.2.4. Sustained Professional Learning	**3.2**	**0.5**
1.1.3. Individual Professional Development Plan	**3.2**	**0.5**
3.4.2. Implementation of Learning	**3.1**	**1.0**
3.4.4. Evaluation Measures	**3.1**	**1.0**
3.4.5. Use of Results	**3.1**	**1.1**
3.4.7. Student Gains	**3.1**	**0.9**
2.4.4. Evaluation Methods	**3.1**	**0.6**
1.2.3. Learning Strategies	**3.1**	**0.5**
1.2.4. Sustained Professional Learning	**3.1**	**0.5**
1.2.5. Use of Technology	**3.1**	**0.2**
1.4.1 Implementing the Plan	**3.1**	**0.7**
2.4.1. Implementing the Plan	**3.0**	**0.6**
2.4.2. Changes in Educator Practice	**3.0**	**0.4**
2.4.5. Use of Results	**3.0**	**0.8**
3.4.3. Changes in Students	**2.9**	**1.1**
1.2.1. Learning Communities	**2.9**	**0.7**
1.4.4. Evaluation Methods	**2.9**	**0.6**
1.4.5. Use of Results	**2.9**	**0.6**
3.1.6.* Leadership Development	**2.8**	**1.2**
2.3.2. Coaching and Mentoring	**2.8**	**0.6**
2.3.3. Web-based Resources and Assistance	**2.8**	**0.6**
2.4.3. Changes in Student	**2.8**	**0.6**
1.4.2. Changes in Educator Practice	**2.8**	**0.5**
1.4.3. Changes in Students	**2.8**	**0.4**
2.1.5. Individual Leadership Development Plan	**2.7**	**0.9**
1.3.2. Coaching and Mentoring	**2.6**	**0.6**
1.3.3. Web-based Resources and Assistance	**2.5**	**0.4**
Average across All 65 Standards*	**3.3**	**0.6**

*Note: Four districts received no rating for standard 3.1.6, Leadership Development; thus the n for this standard was 61 instead of 65.

As displayed below, only 13 standards (20%) received mean ratings below 3.0, a good rating in the 4-point rating system.

3.4.3. Changes in Students	**2.9**
1.2.1. Learning Communities	**2.9**
1.4.4. Evaluation Methods	**2.9**
1.4.5. Use of Results	**2.9**
3.1.6. Leadership Development*	**2.8**
2.3.2. Coaching and Mentoring	**2.8**
2.3.3. Web-based Resources and Assistance	**2.8**
2.4.3. Changes in Student	**2.8**
1.4.2. Changes in Educator Practice	**2.8**
1.4.3. Changes in Students	**2.8**
2.1.5. Individual Leadership Development Plan	**2.7**
1.3.2. Coaching and Mentoring	**2.6**
1.3.3. Web-based Resources and Assistance	**2.5**

*Note: Four districts received no rating for standard 3.1.6, Leadership Development; thus the n for this standard was 61 instead of 65.

Note that 10 of the 14 lowest rated standards were in Implementing or Evaluating at the school or educator levels.

Table 6 provides a comparison of the mean ratings for the First and Second Year-Third Cycle for each standard in numbered order from the district level to the educator level. The overall rating across all standards increased from **3.1** for the First Year-Third Cycle to **3.3** for the Second Year, indicating a continued trend toward improvements in the districts' adherence to the Protocol standards.[1] Of the 65 standards, 51 (78%) displayed an increase in the mean rating from the First to Second Years in the Third Cycle. Highlighted in the table are the 24 standards (37%) for which the increase from 2010-11 to 2011-12 was .3 rating points or greater. Note that Leadership Development (3.1.6) increased more than a full rating point from **1.6** to **2.8**. Eight standards displayed no change in the average rating, and six standards declined .1 rating point. These data are displayed in Table 7 in rank order by the Second Year (2011-12) results.

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[1] Note that four districts reviewed after April 2012 received no rating on Standard 3.1.6-Leadership Development when the Department postponed the review of district Leadership Development Programs pending revision of continued approval criteria.

Table 6 First and Second Year-Third Cycle Means by Standard		
Standards	**Mean 2010-11**	**Mean 2011-12**
3.1.1. District Needs Assessment	**3.5**	**3.7**
3.1.2. Generating a District-wide Professional Development System*	**3.2**	**3.7**
3.1.3. Research/Evidence Basis	**3.8**	**4.0**
3.1.4. Content Standards for Student Outcomes	**3.7**	**3.9**
3.1.5. Integration of Initiatives*	**3.5**	**3.9**
3.1.6. Leadership Development*	**1.6**	**2.8**
3.1.7. Non-instructional Staff*	**3.1**	**3.4**
3.1.8. Professional Learning Facilitators	**3.3**	**3.3**
3.2.1. Learning Communities*	**2.9**	**3.4**
3.2.2. Content Focused	**3.9**	**4.0**
3.2.3 Learning Strategies	**3.6**	**3.5**
3.2.4. Sustained Professional Learning	**3.6**	**3.5**
3.2.5. Use of Technology	**3.6**	**3.7**
3.2.6. Time Resources	**3.6**	**3.4**
3.2.7. Coordinated Records	**3.9**	**3.9**
3.2.8. District Support	**3.8**	**3.9**
3.2.9. Learning Organization	**3.7**	**3.6**
3.3.1. Implementation of Learning	**3.2**	**3.4**
3.3.2. Coaching and Mentoring	**3.3**	**3.2**
3.3.3. Web-based Resources and Assistance	**3.2**	**3.2**
3.4.1. Implementing the System*	**2.8**	**3.3**
3.4.2. Implementation of Learning*	**2.4**	**3.1**
3.4.3. Changes in Students*	**2.4**	**2.9**
3.4.4. Evaluation Measures*	**2.5**	**3.1**
3.4.5. Use of Results	**2.7**	**3.1**
3.4.6. Fiscal Resources	**3.4**	**3.5**
3.4.7. Student Gains	**3.1**	**3.1**
2.1.1. School Needs Assessment	**3.4**	**3.6**
2.1.2. Reviewing Professional Development Plans*	**3.3**	**3.6**
2.1.3. Reviewing Annual Performance Appraisal Data*	**2.9**	**3.3**
2.1.4. Generating a School-wide Professional Development System*	**3.1**	**3.4**
2.1.5. Individual Leadership Development Plan	**2.6**	**2.7**

Table 6 (cont.) First and Second Year-Third Cycle Means by Standard		
Standards	**Means 2010-11**	**Means 2011-12**
2.2.1. Learning Communities*	**2.8**	**3.3**
2.2.2. Content Focused	**3.6**	**3.8**
2.2.3. Learning Strategies*	**3.1**	**3.4**
2.2.4. Sustained Professional Learning	**3.1**	**3.2**
2.2.5. Use of Technology*	**2.9**	**3.4**
2.2.6. Time Resources	**3.3**	**3.5**
2.2.7. Coordinated Records	**3.4**	**3.3**
2.3.1. Implementation of Learning	**3.2**	**3.4**
2.3.2. Coaching and Mentoring	**2.8**	**2.8**
2.3.3. Web-based Resources and Assistance*	**2.4**	**2.8**
2.4.1. Implementing the Plan	**2.9**	**3.0**
2.4.2. Changes in Educator Practice	**2.8**	**3.0**
2.4.3. Changes in Students*	**2.5**	**2.8**
2.4.4. Evaluation Methods*	**2.7**	**3.1**
2.4.5. Use of Results*	**2.7**	**3.0**
1.1.1. Individual Needs Assessment*	**3.3**	**3.6**
1.1.2. Administrator Review	**3.2**	**3.5**
1.1.3. Individual Professional Development Plan*	**2.9**	**3.2**
1.2.1. Learning Communities*	**2.5**	**2.9**
1.2.2. Content Focused*	**3.3**	**3.7**
1.2.3. Learning Strategies	**3.0**	**3.1**
1.2.4. Sustained Professional Learning	**2.9**	**3.1**
1.2.5. Use of Technology	**2.9**	**3.1**
1.2.6. Time Resources	**3.3**	**3.5**
1.2.7. Coordinated Records	**3.7**	**3.9**
1.3.1. Implementation of Learning	**3.3**	**3.4**
1.3.2. Coaching and Mentoring	**2.5**	**2.6**
1.3.3. Web-based Resources and Assistance	**2.3**	**2.5**
1.4.1 Implementing the Plan	**3.1**	**3.1**
1.4.2. Changes in Educator Practice	**2.6**	**2.8**
1.4.3. Changes in Students	**2.8**	**2.8**
1.4.4. Evaluation Methods	**2.7**	**2.9**
1.4.5. Use of Results	**2.9**	**2.9**
Average across All 65 Standards	**3.1**	**3.3**

*Asterisked standards displayed a .3 rating point increase or higher from the First to Second Year.
**Note: Four districts received no rating for standard 3.1.6, Leadership Development; in 2011-12; thus the n for this standard was 61 instead of 65 for the Second Year-Third Cycle.

Table 7 First and Second Year-Third Cycle Means in Rank Order by Second Year		
Standards	**Mean 2011-12**	**Mean 2010-11**
3.1.3. Research/Evidence Basis	4.0	3.8
3.2.2. Content Focused	4.0	3.9
3.1.4. Content Standards for Student Outcomes	3.9	3.7
3.1.5. Integration of Initiatives	3.9	3.5
3.2.7. Coordinated Records	3.9	3.9
3.2.8. District Support	3.9	3.8
1.2.7. Coordinated Records	3.9	3.7
2.2.2. Content Focused	3.8	3.6
3.1.1. District Needs Assessment	3.7	3.5
3.1.2. Generating a District-wide Professional Development System	3.7	3.2
3.2.5. Use of Technology	3.7	3.6
1.2.2. Content Focused	3.7	3.3
3.2.9. Learning Organization	3.6	3.7
2.1.1. School Needs Assessment	3.6	3.4
2.1.2. Reviewing Professional Development Plans	3.6	3.3
1.1.1. Individual Needs Assessment	3.6	3.3
3.2.3 Learning Strategies	3.5	3.6
3.2.4. Sustained Professional Learning	3.5	3.6
3.4.6. Fiscal Resources	3.5	3.4
2.2.6. Time Resources	3.5	3.3
1.1.2. Administrator Review	3.5	3.2
1.2.6. Time Resources	3.5	3.3
3.1.7. Non-instructional Staff	3.4	3.1
3.2.1. Learning Communities	3.4	2.9
3.2.6. Time Resources	3.4	3.6
3.3.1. Implementation of Learning	3.4	3.2
2.1.4. Generating a School-wide Professional Development System	3.4	3.1
2.2.3. Learning Strategies	3.4	3.1
2.2.5. Use of Technology	3.4	2.9
2.3.1. Implementation of Learning	3.4	3.2
1.3.1. Implementation of Learning	3.4	3.3
3.1.8. Professional Learning Facilitators	3.3	3.3

Table 7(cont.) First and Second Year-Third Cycle Means in Rank Order		
Standards	**Mean 2011-12**	**Mean 2010-11**
3.4.1. Implementing the System	**3.3**	**2.8**
2.1.3. Reviewing Annual Performance Appraisal Data	**3.3**	**2.9**
2.2.1. Learning Communities	**3.3**	**2.8**
2.2.7. Coordinated Records	**3.3**	**3.4**
3.3.2. Coaching and Mentoring	**3.2**	**3.3**
3.3.3. Web-based Resources and Assistance	**3.2**	**3.2**
2.2.4. Sustained Professional Learning	**3.2**	**3.1**
1.1.3. Individual Professional Development Plan	**3.2**	**2.9**
3.4.2. Implementation of Learning	**3.1**	**2.4**
3.4.4. Evaluation Measures	**3.1**	**2.5**
3.4.5. Use of Results	**3.1**	**2.7**
3.4.7. Student Gains	**3.1**	**3.1**
2.4.4. Evaluation Methods	**3.1**	**2.7**
1.2.3. Learning Strategies	**3.1**	**3.0**
1.2.4. Sustained Professional Learning	**3.1**	**2.9**
1.2.5. Use of Technology	**3.1**	**2.9**
1.4.1 Implementing the Plan	**3.1**	**3.1**
2.4.1. Implementing the Plan	**3.0**	**2.9**
2.4.2. Changes in Educator Practice	**3.0**	**2.8**
2.4.5. Use of Results	**3.0**	**2.7**
3.4.3. Changes in Students	**2.9**	**2.4**
1.2.1. Learning Communities	**2.9**	**2.5**
1.4.4. Evaluation Methods	**2.9**	**2.7**
1.4.5. Use of Results	**2.9**	**2.9**
3.1.6.* Leadership Development	**2.8**	**1.6**
2.3.2. Coaching and Mentoring	**2.8**	**2.8**
2.3.3. Web-based Resources and Assistance	**2.8**	**2.4**
2.4.3. Changes in Students	**2.8**	**2.5**
1.4.2. Changes in Educator Practice	**2.8**	**2.6**
1.4.3. Changes in Students	**2.8**	**2.8**
2.1.5. Individual Leadership Development Plan	**2.7**	**2.6**
1.3.2. Coaching and Mentoring	**2.6**	**2.5**
1.3.3. Web-based Resources and Assistance	**2.5**	**2.3**

*Note: Four districts received no rating for standard 3.1.6, Leadership Development.

Average Ratings by Strand

Table 8 presents the average ratings for the First and Second Year-Third Cycle on the standards for all levels (District, School, and Educator) and for each level by the four strands of the standards (Planning, Learning, Implementing, and Evaluating). These results are also displayed in Figures 2-5. For the Second Year (2011-12), the averages ranged from **3.7 to 2.8** with the most positive average rating in District Learning (**3.7**) and the least positive average rating in Educator Implementing (**2.8**). By Level, the average rating was **3.4** for the District Level, **3.2** for the School Level, and **3.1** for the Educator Level, all within three-tenths of a rating point. Average ratings for Strands ranged from **3.5** for Learning to **3.0** for Evaluating. Across the board, all Levels and Strands increased from the First Year to the Second Year of the Third Cycle except for the average across Strands at the Educator Level. These increases ranged from .1 to .4 average rating points with the largest increases noted in District Evaluating. Overall, these results demonstrate an improvement in the quality of professional learning across all aspects measured through the Protocol System.

	Planning Strand	Learning Strand	Implementing Strand	Evaluating Strand	All Strands
Table 8 **Average Ratings by Strand and Level** **For First and Second Year-Third Cycle District Reviews**					
District Level Second Year	3.5	3.7	3.3	3.1	3.4
District Level First Year	3.2	3.6	3.2	2.7	3.2
School Level Second Year	3.3	3.4	3.0	3.0	3.2
School Level First Year	3.1	3.2	2.8	2.7	2.8
Educator Level Second Year	3.4	3.3	2.8	2.9	3.1
Educator Level First Year	3.2	3.1	2.7	2.8	3.1
All Levels Second Year	3.4	3.5	3.1	3.0	3.3
All Levels First Year	3.1	3.3	2.9	2.8	3.1

Figure 2

Third Cycle Average District Ratings by Strand

Figure 3

Third Cycle Average School Ratings by Strand

Figure 4

Third Cycle Average Educator Ratings by Strand

Figure 5

Third Cycle Average All Ratings by Strand
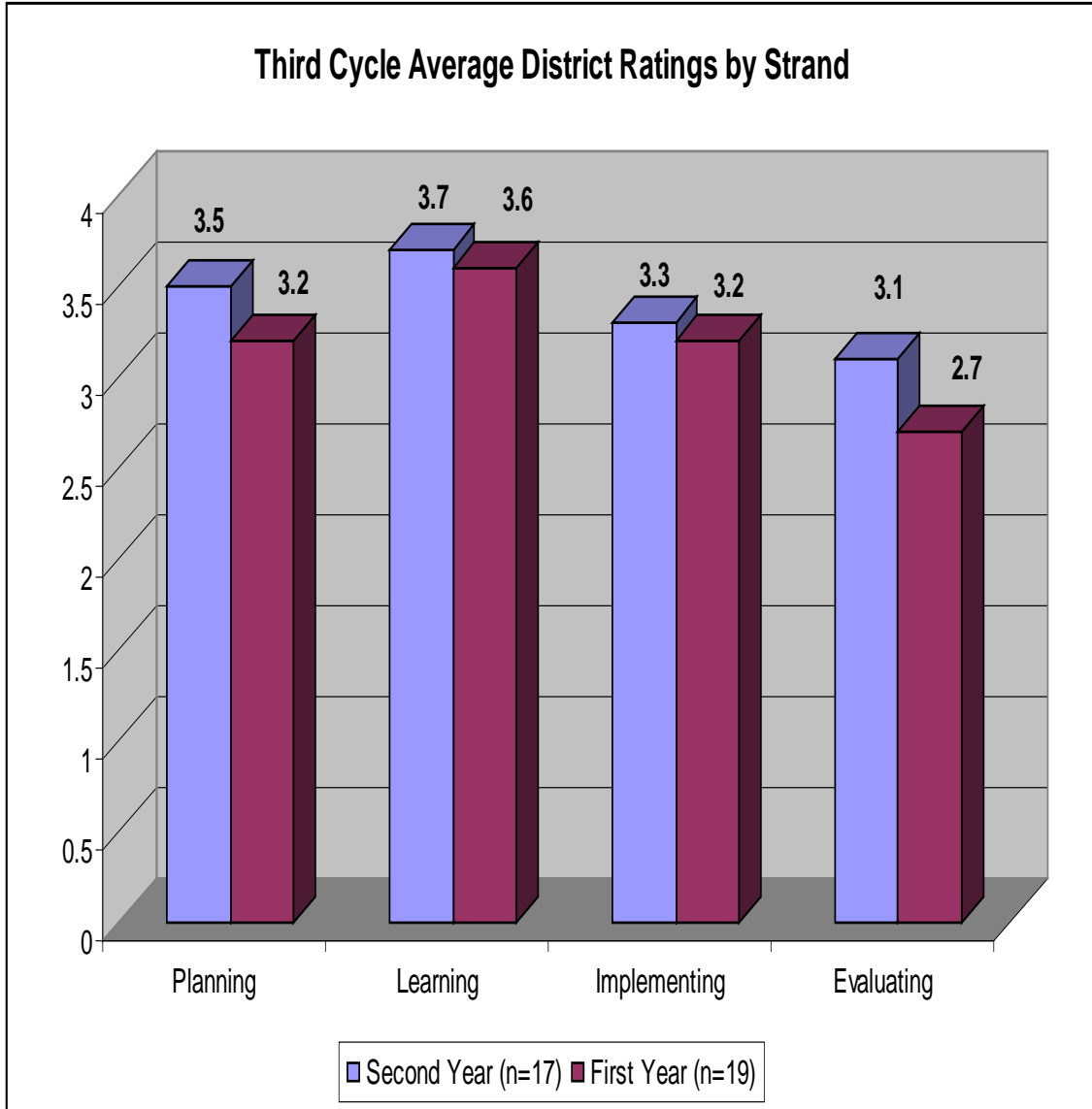
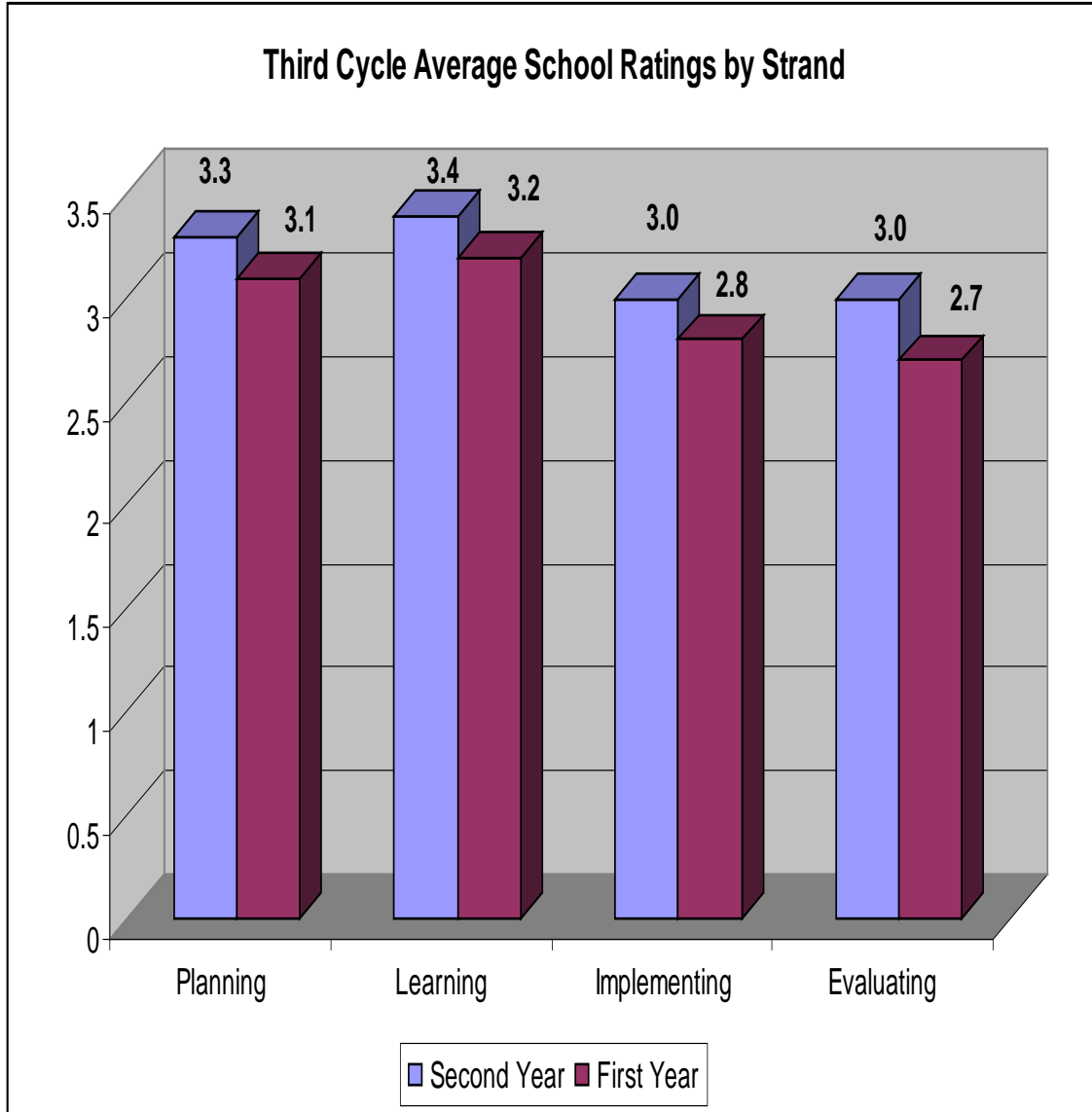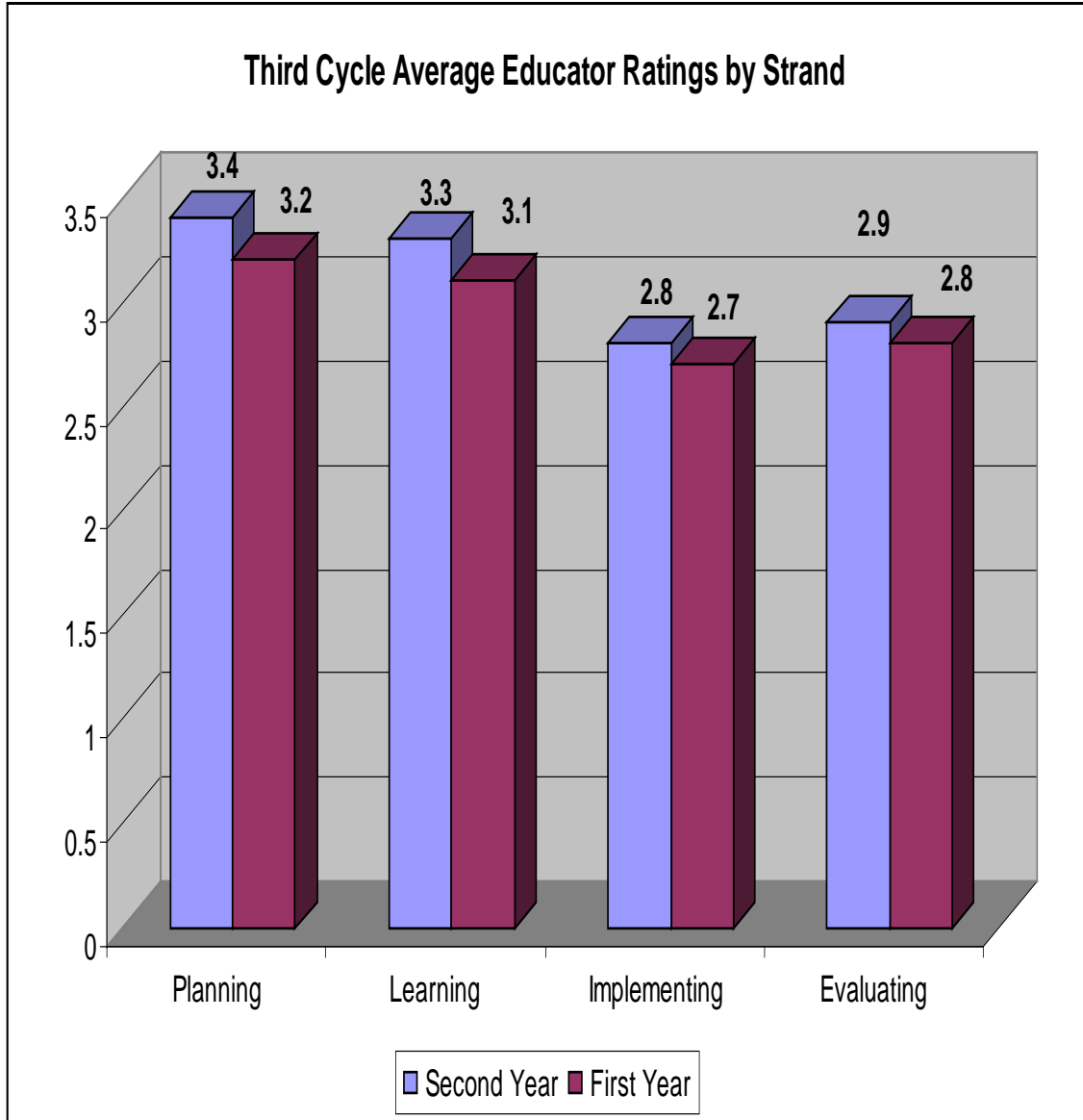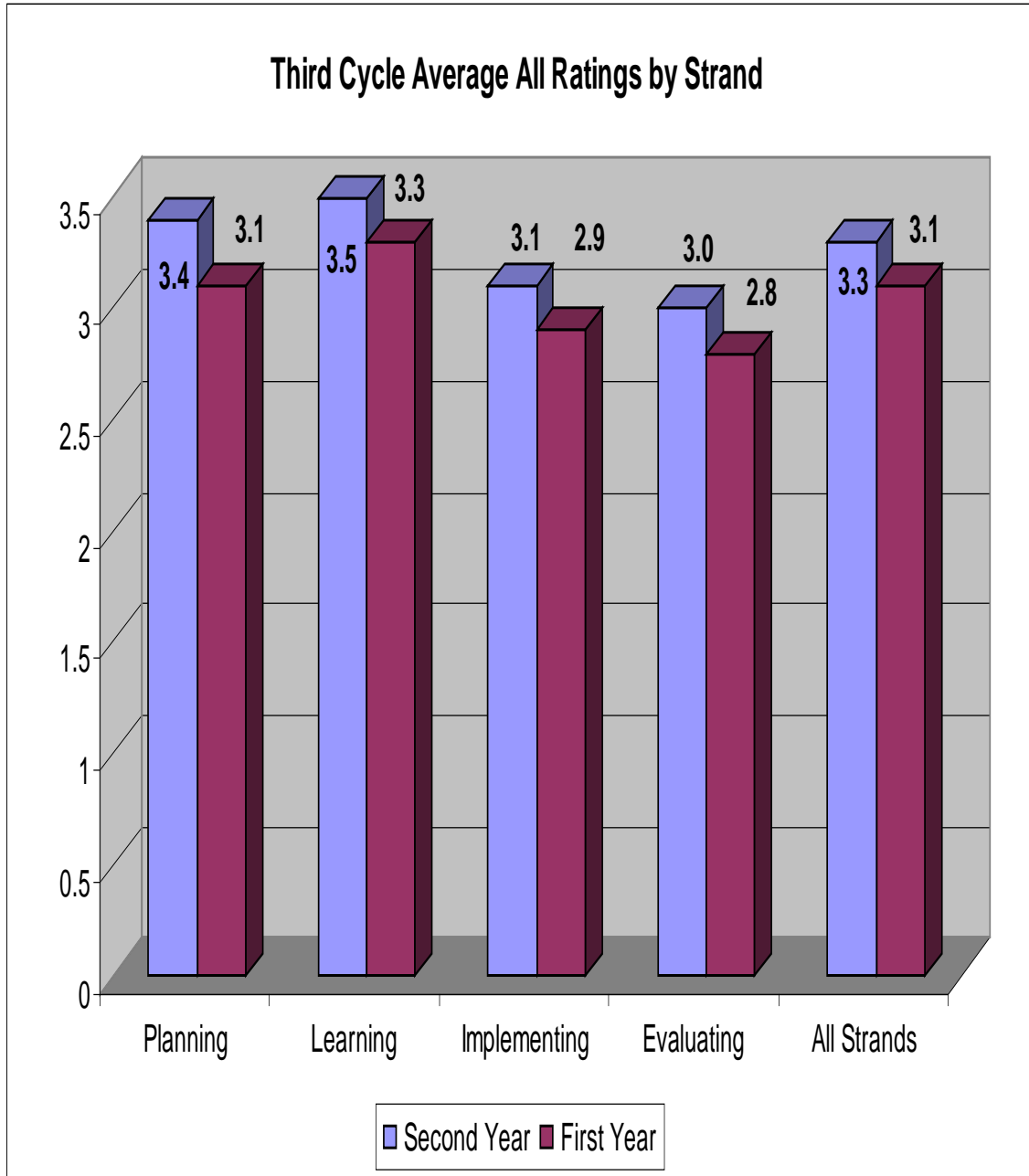## Correlational Analysis

For the first two cycles, correlational analyses were conducted across all 67 site visits 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." Both analyses demonstrated a positive relationship (.31 in the First Cycle and .33 in the Second Cycle) between ratings on student achievement increases and ratings on all other standards, significant at the $p<.01$ level. Conclusions from these analyses led to the conclusion that **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.** With an incomplete set of only 36 districts reviewed to date in the Third Cycle, it is premature to calculate the correlational relationship until sufficient data are available for an appropriate analysis. Any analysis with such a small sample size would be unlikely to have sufficient statistical power to identify a relationship even if one exists.

Observations

The new Third Cycle standards were implemented in 19 school districts in the 2010-11 school year and an additional 17 districts in 2011-12 for a total to date of 36 of the 67 Florida school districts (54%). Based on the experiences during the reviews, several observations were made about the Third Cycle standards and the rating results.

New Language and Focus. The Third Cycle introduced some new language in the standards and the system. The titles of the strands were modified to reflect better the intent of the sections: Planning, Learning, Implementing, and Evaluating. The term "professional development" was shifted to "professional learning," and the system was broadened to refer to "educator" instead of "teacher." By the second year of implementation, these changes have been accepted by virtually all participants and viewed as improvements in the system.

New District Standards. Several new standards were initiated at the district level for the Third Cycle:

> 3.1.3. Research/Evidence Basis
> 3.1.4. Content Standards for Student Outcomes
> 3.1.5. Integration of Initiatives

Ratings for these standards in the second year were 3.9 or 4.0, indicating that districts are consistently implementing the standards that address specifically the state requirements to ensure all educators understand and use the Next Generation and Common Core Sunshine

State Standards for Students, major district initiatives including the Multi-Tiered System of Support, Florida's Continuous Improvement Model, Lesson Studies, Instructional Coaching, Professional Learning in a Virtual Environment, English for Speakers of Other Languages (ESOL), Comprehension Instructional Sequence (CIS) for all content areas, Next Generation Content Area Professional Development (NGCAR-PD), Content Specific Literacy Strategies, Instructional Leadership and Faculty Development, and Revised Florida Educator Accomplished Practices (FEAPs). Districts are also implementing expeditiously the new requirements for the teacher evaluation system including indicators with high effect on student learning.

Fiscal Resources. The Third Cycle introduced a new method for examining the adequacy of funding for professional learning. The previous two standards used interview probes to determine the perceptions of district and school staff of the adequacy of funding. For the Third Cycle, Standard 3.4.6 Fiscal Resources uses a ratio of the percent of total district funds expended for professional learning to the total district expenditures, as reported by districts in routine fiscal reports to the state. The rating criterion for an "excellent" rating is 2% or greater. The average rating for this standard was **3.4** in 2010-11 and **3.5** in 2011-12, indicating that many districts reviewed to date in the Third Cycle have met the standard. In some districts, although reductions were noted in the overall budget levels, funds for professional learning had remained the same. Note, however, that the fiscal data are reported by districts to the Department and then readied for release and use. The data used for reviewing the standard this year reflected fiscal data for 2008-09 and 2009-10. A more severe financial impact may appear in the results for future years.

Leadership Development. The Third Cycle system included two new standards addressing Leadership Development as part of an expansion of the system to include professional learning for all district and school employees in a "learning organization." This expansion is aligned with the state's emphasis on instructional leadership and recent legislative changes emphasizing school leadership. The new Leadership Development standard (3.1.6) was generated and defined to serve as a monitoring system for the plans for districts to implement School Principal Preparation and Certification Programs as approved by the Department of Education in 2008. In 2011-12, districts were in their fourth year of implementing transitional programs leading to full approval within seven years.

Again this year, some districts had just begun initiation of their programs immediately prior to the scheduled review, had very few participants due to the reductions in personnel resulting from the recent economic recession, or had simply not initiated the program at all. Other districts, however, earned a commendable rating on this standard. Districts with a "1" rating will submit an updated plan that reflects the current operating procedures for the program. Due to recent legislation and the federal Race to the Top (RTTT) grant, most districts have revised significantly their administrative and educator evaluation systems. Consequently, the Department informed districts on April 30, 2012, that further reviews of this standard will be suspended pending new regulations and instructions.

Individual Leadership Development Plans. The Third Cycle included a new standard (2.1.5) addressing Individual Leadership Development Plans (ILDPs) for all school administrators. Required elements of the plan track the recent state requirements for an instructional leader and emphasize the use of student achievement results to guide the planning for professional learning for administrators. A format for an ILDP meeting the requirements of the standard is easily available free of charge from the William Cecil Golden Leadership Development website, although this specific format is not required for an excellent rating on the standard. Results from the reviews documented that some districts require all administrators to complete and use an ILDP. Some districts have integrated this requirement with their administrative evaluation system. In some districts the system does not include any specific professional learning, but rather is used only as a personnel evaluation system. In general, districts appeared to support the need for and benefit from ILDPs. The rating for this standard in 2011-12 was **2.7**, an increase from the **2.4** last year. Note that recent legislation and the federal Race to the Top (RTTT) grant require districts to revise significantly their administrative and educator evaluation systems, which may impact this standard.

Non-Instructional Staff. As part of the shift to broaden the scope of the Protocol System, a new standard was included (3.1.7) addressing the professional learning for non-instructional staff. Some districts received very high ratings for this standard and are already defining their professional learning system as targeting all of the human resources for the school district, with structured systems in place to increase the skill levels of all employees. Some districts provide stipends to paraprofessionals to encourage them to become teachers, and some provide free tuition for higher education credits through cooperative agreements with community colleges or higher education institutions. Generally, districts are implementing specific professional learning/training programs for food services, transportation, maintenance, and paraprofessionals in accordance with state and federal requirements. These programs may or may not include follow-up and evaluation components. Needed in most districts is the overarching umbrella of a structured system for planning, learning, implementing, and evaluating all learning programs in the district.

Learning Communities. The three standards for Learning Communities were modified extensively for the Third Cycle, reflecting more accurately the intent that learning communities be "**groups of faculty who meet regularly to study more effective learning and teaching practices. They share common learning goals that align with school and/or district goals for student achievement.**" Ratings in 2011-12 for the District, School, and Educator Level standards were **3.4, 3.3,** and **2.9,** respectively, all increases of half a rating point over 2010-11 averages for the District and School levels. Considering the more stringent requirements for meeting these standards, districts are making progress in implementing learning communities. Many schools now have organized time for educators to meet regularly, and districts and school staff provide assistance and structure to these meetings. Some of the professional learning communities are serving as the vehicle for implementing Lesson Study, a priority initiative of the Department of Education. Many districts used the Learning Communities to introduce and train educators on the new systems for teacher performance evaluation.

Use of Technology. The standards addressing the use of technology in the delivery of professional learning were strengthened for the Third Cycle to reflect more sophisticated types of technology such as distance learning, webinars, teleconferences, podcasts, wikis, websites, DVDs, embedded video clips in PowerPoint presentations, SMART Boards, hand-held devices or PDAs, graphing calculators, and computer programs or displays as well as other technologies. Social media systems were noted for the first time being used by districts to organize and support professional learning. Overall, the use of technology was excellent at the District Level (**3.7**), but less apparent at the School and Educator Levels (both **3.4** and 3.1, respectively).

Web-based Resources and Assistance. The School and Educator Level standards addressing the use of web-based resources and assistance in assisting educators to implement the skills and knowledge gained through professional learning (3.3.3, 2.3.3, and 1.3.3), received some of the lowest ratings for all standards (**2.8** and **2.5**, respectively). At the district level, all districts now have their own websites, and may post support materials for use by educators following participation in professional learning. Districts are using wikis, podcasts, and many other systems to provide continuous support between initial learning and embedded practice. Although districts have many structures in place to provide web-based resources and assistance to educators following professional learning, some school administrators and educators are unaware of these resources or do not use them to help in their implementation of newly learning skills and methods. Greater efforts are needed to encourage and support educators in using these available systems.

Evaluation. The lowest rated strand was the Evaluating Strand (3.0), and four of the five standards in the Educator Evaluating were in the lowest 13 rated standards. Merging the planning cycle for professional learning with the educator and administrator performance evaluations, however, is resulting in specific professional learning linked to specific student performance improvements. The Department has proactively sought out professional expertise to provide statewide assistance to districts in the critical effort of evaluating the effectiveness and impact of professional learning.

Some overall impacts were noted from the Protocol System continue to be prominent in the Third Cycle, as described below.

1. **Many districts have incorporated the standards into their organization/structure.** Districts are using the Protocol standards and the rationales for the standards in their planning and operations. Some districts have used the standards to generate checklists for professional learning developers and to provide quality control over all planned professional learning.
2. **The system provides a common language.** Conceptually, many discussions and planning sessions center now on the four strands of Planning, Learning, Implementing, and Evaluating. Common language is more apparent now for concepts and practices such as learning strategies and learning communities.

3. **The set of standards raised expectations.** The Department's wide dissemination and public availability of the standards has encouraged all districts to meet the standards and improve their professional development systems.
4. **Reviewers learn from other districts.** District professional development staff members who participate in reviews of other districts increase their awareness of better methods for planning and implementing professional learning, as well as becoming more focused on the need to improve professional learning systems in their own districts.
5. **Some districts conduct self-studies.** Some districts have used the Department's self-study methods to review their professional learning systems and encourage principals and facilitators to adhere to the standards.

Conclusions

The Department has generated and implemented the Florida Professional Development System Evaluation Protocol in accordance with section 1012.98, Florida Statutes. Two cycles have been successfully completed, and the first two years of the revised Third Cycle were successfully completed as of June 2012. The Professional Development System Evaluation Protocol currently is based on a set of 65 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 Learning Forward (formerly *National Staff Development Council)*, entitled *Standards for Staff Development (Revised, 2001)*.

Overall conclusions from the analyses conducted to date, including the First and Second Cycles as reported previously for the system, were:

1. **Districts that receive good or excellent ratings on the district professional development standards also demonstrate greater increases in student achievement.** A correlational analysis was conducted for the Second Cycle to examine the relationship between high ratings on the standards and the last district standard, 3.4.7 Student Gains. The analysis demonstrated a moderate positive relationship (**.33**) 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.*
2. **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 **.33** for the Second Cycle. Analyses of the Third Cycle will be completed at the end of the cycle when sufficient numbers of reviews have been conducted to allow an appropriate analysis.

3. **The Second Year-Third Cycle Protocol collaborative effort of the Department of Education and district, consortia, and university staff was successfully completed.** The process results in greater understanding of and adherence to the standards by all participants. Ninety (**90**) volunteers served on the teams, representing **383** days of contributed time to the overall system.

4. **Most school districts are currently implementing many standards related to Planning and Learning at the "good" or "excellent" level.** Averages for most strands and levels for the Second Year-Third Cycle were above 3.0, a rating of "good."

5. **Many districts have incorporated the standards into their organization/structure.** Districts are using the Protocol standards and the rationales for the standards in their planning and operations. Some districts have used the standards to generate checklists for professional learning developers and to provide quality control over all planned professional learning.

6. **The system provides a common language.** Conceptually, many discussions and planning sessions center now on the four strands of Planning, Learning, Implementing, and Evaluating. Common language is more apparent now for concepts and practices such as learning strategies and learning communities.

7. **The set of standards raised expectations.** The Department's wide dissemination and public availability of the standards has encouraged all districts to meet the standards and improve their professional development systems.

8. **Reviewers learn from other districts.** District professional development staff members who participate in reviews of other districts increase their awareness of better methods for planning and implementing professional development, as well as becoming more focused on the need to improve professional learning systems in their own districts.

9. **Some districts conduct self-studies.** Some districts have used the Department's self-study methods to review their professional learning systems and encourage principals and facilitators to adhere to the standards.

10. **Districts need continued improvement and assistance in evaluating the impact of professional learning.** The average rating for the Evaluation Strand was the lowest of the four strands.

11. **Districts continue to need to make improvements in the area of Web-based Resources and Assistance at the Educator and School Levels.** These standards were among the lowest rated standards in the First and Second Years of the Third Cycle.

12. **Many districts have initiated activities to implement the state-approved plans from 2008 for a School Principal Preparation and Certification Program.** Some districts have faithfully implemented their plans, although other districts have few or no participants in the planned programs.

13. **Districts are implementing the components of the new teacher evaluation system.** Professional learning efforts in most districts concentrated on the new teacher and administrator evaluation systems and the systems of professional and content skills and knowledge to be assessed through the systems.

Overall, these results demonstrate that districts are continuing to benefit from the review system through adherence to the new 65 standards in the Third Cycle of Florida's Professional Development System Evaluation Protocol Standards. District staff continue to improve their systems and methods of planning, learning, implementing, and evaluating professional learning. The statewide community of professional learning facilitators and directors has united around the commitment to quality professional learning systems that encourages all educators to maximize their effectiveness in teaching students.

Appendix A

Schedule of Site Visits by District

Schedule of Site Visits by District			
District	**First Review**	**Second Review**	**Third Review**
Alachua	April 2006	January 2009	
Baker	April 2005	October 2007	October 2011
Bay	April 2004	January 2007	January 2011
Bradford	May 2006	September 2008	
Brevard	March 2004	October 2006	
Broward	March 2003	November 2006	January 2012
Calhoun	October 2005	September 2008	
Charlotte	May 2006	December 2008	
Citrus	November 2003	May 2007	February 2012
Clay	September 2005	April 2009	
Collier	April 2005	January 2008	February 2012
Columbia	October 2005	October 2008	February 2012
Desoto	April 2003	October 2006	October 2010
Dixie	September 2004	November 2007	October 2011
Duval	April 2006	November 2008	
Escambia	November 2005	December 2008	
Flagler	May 2004	November 2006	November 2010
Franklin	November 2005	April 2009	April 2011
Gadsden	May 2005	October 2007	October 2010
Gilchrist	March 2005	October 2006	October 2010
Glades	April 2004	March 2007	December 2010
Gulf	November 2004	October 2007	
Hamilton	October 2004	October 2006	January 2012
Hardee	April 2006	October 2008	
Hendry	April 2006	November 2008	November 2011
Hernando	November 2004	January 2008	
Highlands	September 2005	April 2008	
Hillsborough	November 2004	April 2008	
Holmes	October 2005	October 2008	
Indian River	November 2005	January 2009	
Jackson	April 2004	October 2006	September 2010
Jefferson	May 2005	May 2008	May 2011
Lafayette	May 2006	October 2008	
Lake	April 2003	January 2007	April 2011
Lee	April 2005	April 2008	April 2012
Leon	October 2004	November 2007	February 2011
Levy	March 2006	October 2008	
Liberty	March 2005	April 2008	

Schedule of Site Visits by District (cont.)			
District	**First Review**	**Second Review**	**Third Review**
Madison	October 2005	May 2008	May 2012
Manatee	May 2006	May 2009	
Marion	April 2005	April 2008	November 2011
Martin	December 2005	May 2009	
Miami-Dade	May 2005	April 2009	
Monroe	October 2004	October 2006	
Nassau	December 2003	April 2007	November 2011
Okaloosa	May 2005	April 2008	October 2011
Okeechobee	October 2003	April 2007	October 2011
Orange	April 2005	October 2007	May 2011
Osceola	October 2004	November 2007	May 2012
Palm Beach	November 2003	April 2007	October 2010
Pasco	April 2005	December 2007	December 2011
Pinellas	April 2004	April 2007	November 2010
Polk	October 2004	April 2007	May 2011
Putnam	October 2005	October 2008	
Santa Rosa	November 2004	December 2007	May 2012
Sarasota	October 2005	May 2009	
Seminole	December 2005	November 2008	
St. Johns	March 2006	May 2009	
St. Lucie	December 2003	April 2007	November 2010
Sumter	April 2003	November 2006	January 2011
Suwannee	April 2005	May 2008	
Taylor	November 2004	October 2007	May 2011
Union	November 2004	May 2008	
Volusia	April 2006	April 2009	
Wakulla	November 2005	March 2009	
Walton	April 2003	January 2007	December 2010
Washington	April 2006	May 2009	
FAMU Developmental Research School	April 2006	May 2008	
FAU - A.D. Henderson University School	May 2006	May 2009	
Florida State University School	May 2006	May 2009	
UF - P.K. Yonge Developmental Research School	May 2006	May 2009	

Appendix B

Professional Development Protocol Standards Matrix: District, School, Educator Levels for Second Year-Third Cycle

Professional Development Protocol Standards Matrix: District, School, Educator Levels for Second Year-Third Cycle – 2011-12					
District	**Rating**	**School**	**Rating**	**Educator**	**Rating**
3.1.1. District Needs Assessment	**3.7**	**2.1.1. School Needs Assessment**	**3.6**	**1.1.1. Individual Needs Assessment**	**3.6**
3.1.2. Generating a District-wide Professional Development System	**3.7**	**2.1.2. Reviewing Professional Development Plans**	**3.6**	**1.1.2. Administrator Review**	**3.5**
3.1.3. Research/Evidence Basis	**4.0**	**2.1.3. Reviewing Annual Performance Appraisal Data**	**3.3**		
3.1.4. Content Standards for Student Outcomes	**3.9**	**2.1.4. Generating a School-wide Professional Development System**	**3.4**	**1.1.3. Individual Professional Development Plan**	**3.2**
3.1.5. Integration of Initiatives	**3.9**				
3.1.6. Leadership Development	**2.8**	**2.1.5. Individual Leadership Development Plan**	**2.7**		
3.1.7. Non-instructional Staff	**3.4**				
3.1.8. Professional Learning Facilitators	**3.3**				
3.2.1. Learning Communities	**3.4**	**2.2.1. Learning Communities**	**3.3**	**1.2.1. Learning Communities**	**2.9**
3.2.2. Content Focused	**4.0**	**2.2.2. Content Focused**	**3.8**	**1.2.2. Content Focused**	**3.7**
3.2.3 Learning Strategies	**3.5**	**2.2.3. Learning Strategies**	**3.4**	**1.2.3. Learning Strategies**	**3.1**
3.2.4. Sustained Professional Learning	**3.5**	**2.2.4. Sustained Professional Learning**	**3.2**	**1.2.4. Sustained Professional Learning**	**3.1**
3.2.5. Use of Technology	**3.7**	**2.2.5. Use of Technology**	**3.4**	**1.2.5. Use of Technology**	**3.1**
3.2.6. Time Resources	**3.4**	**2.2.6. Time Resources**	**3.5**	**1.2.6. Time Resources**	**3.5**
3.2.7. Coordinated Records	**3.9**	**2.2.7. Coordinated Records**	**3.3**	**1.2.7. Coordinated Records**	**3.9**
3.2.8. District Support	**3.9**				
3.2.9. Learning Organization	**3.6**				
3.3.1. Implementation of Learning	**3.4**	**2.3.1. Implementation of Learning**	**3.4**	**1.3.1. Implementation of Learning**	**3.4**
3.3.2. Coaching and Mentoring	**3.2**	**2.3.2. Coaching and Mentoring**	**2.8**	**1.3.2. Coaching and Mentoring**	**2.6**
3.3.3. Web-based Resources and Assistance	**3.2**	**2.3.3. Web-based Resources and Assistance**	**2.8**	**1.3.3. Web-based Resources and Assistance**	**2.5**
3.4.1. Implementing the System	**3.3**	**2.4.1. Implementing the Plan**	**3.0**	**1.4.1 Implementing the Plan**	**3.1**
3.4.2. Implementation of Learning	**3.1**	**2.4.2. Changes in Educator Practice**	**3.0**	**1.4.2. Changes in Educator Practice**	**2.8**
3.4.3. Changes in Students	**2.9**	**2.4.3. Changes in Student**	**2.8**	**1.4.3. Changes in Students**	**2.8**
3.4.4. Evaluation Measures	**3.1**	**2.4.4. Evaluation Methods**	**3.1**	**1.4.4. Evaluation Methods**	**2.9**
3.4.5. Use of Results	**3.1**	**2.4.5. Use of Results**	**3.0**	**1.4.5. Use of Results**	**2.9**
3.4.6. Fiscal Resources	**3.5**				
3.4.7. Student Gains	**3.1**				