

# **Florida Department of Education**

## **Professional Development System Evaluation Protocol**

### **Third Cycle/First Year Technical Report School Year 2010-2011**

by

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## Florida Department of Education Professional Development System Evaluation Protocol Third Cycle/First Year Technical Report, 2010-11

### 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 **s. 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. This report documents the First Year of implementation of the Third Cycle.

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 the *National Staff Development Council (NSDC)* 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:

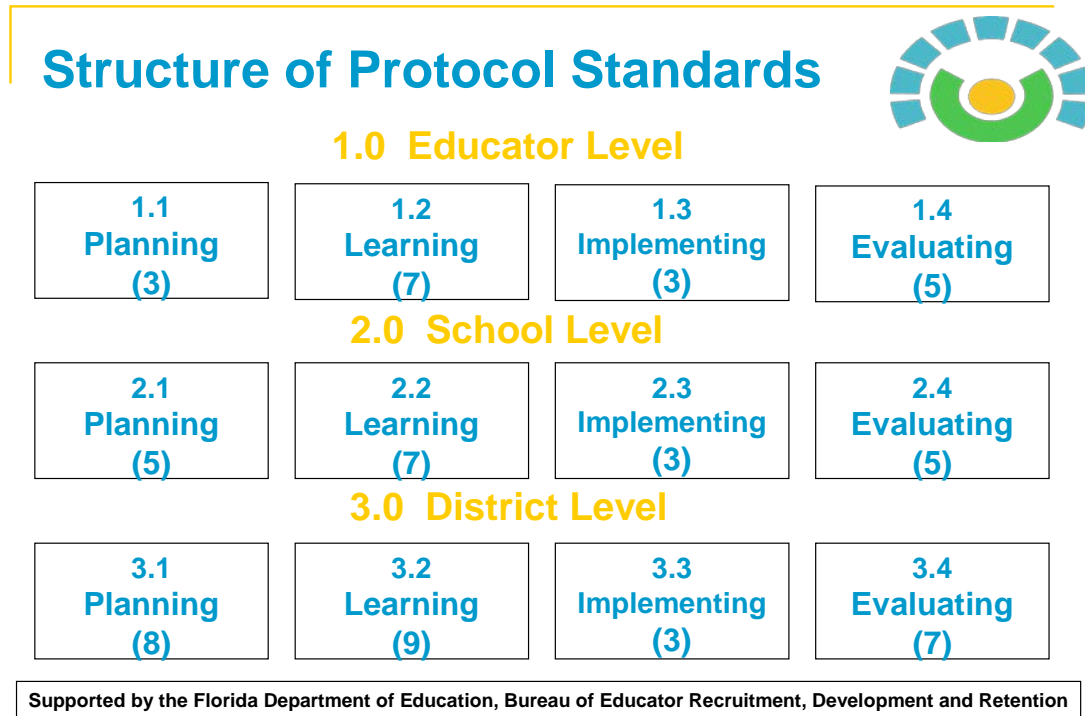
- ◆ **Planning:** What planning occurs to organize and support the professional learning for teachers?
- ◆ **Learning:** What is the quality of the professional learning in which educators participate?
- ◆ **Implementing:** How do educators apply the skills and knowledge gained through the professional 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.

<b>Table 1 Rating Scale for Protocol</b>	
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 faculty or schools, a few components of the standard)
3. Good:	Considerable evidence that the district is implementing the standard (observed in many faculty and schools, many components of the standard)
4. Excellent:	Pervasive evidence that the district is implementing the standard (almost all faculty and schools, almost all components of the standard)

**Figure 1**



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*, which is available online at: <http://www.fldoe.org/profdev/pdstandards.asp>.

## **District Selections and Visits**

Nineteen districts were reviewed in the 2010-11 school year (First Year of the Third Cycle) representing 28% of the 67 districts in Florida:

- Bay
- DeSoto
- Flagler
- Franklin
- Gadsden
- Gilchrist
- Glades
- Jackson
- Jefferson
- Lake
- Leon
- Orange
- Palm Beach
- Pinellas
- Polk
- St Lucie
- Sumter
- Taylor
- Walton

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.

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 for instructional personnel, 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 First Year-Third Cycle. The second section includes a combined analysis of reviews of all 19 school districts for the First Year-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 by strand within the Third Cycle Protocol System are presented.

## **Process Results**

Table 2 contains data related to the 19 district site visits conducted in the First Year-Third Cycle. District site visits were conducted by teams of reviewers for 3-5 days, including remaining onsite for a half-day to complete the reports. Of the 19 visits completed, 12 lasted 4 days, although 4 extended only 3 days and 4 took an entire 5-day week. Over the year, site visits lasted a total of 76 days. Third Cycle teams ranged in size from 3 to 16, totaled 156 people over the year, and averaged almost 8 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 community college faculty who did not have a working relationship with the district under review.

Team Leaders and Assistant Team Leaders accounted for 39 of the participants, and 112 volunteers served on the teams representing school districts, consortia, and university staff. The volunteer time accounted for 477 days of contributed time to the overall system, a considerable cost savings to the State of Florida. Contributors included the Heartland Educational Consortium, North East Florida Educational Consortium, Panhandle Area Educational Consortium, Florida Diagnostic and Learning Resources Centers (FDLRS) across the state, Barry University, Daytona Beach State College, Florida A & M University, and the University of Florida.

**Table 2  
Schedule of Visits for First Year-Third Cycle**

District	Dates	Days	Team Size	Team Leader/ ATL	Volunteers
Bay	Jan. 24-27, 2011	4	8	1	7
DeSoto	Oct. 12-15, 2010	4	6	1	5
Flagler	Nov. 8-10, 2010	4	6	1	5
Franklin	April 27-29, 2011	3	4	2	2
Gadsden	Oct. 18-21, 2010	4	7	1	6
Gilchrist	Oct. 25-27, 2010	3	4	1	3
Glades	Dec. 13-16, 2010	4	5	1	4
Jackson	Sept. 27-30, 2010	4	6	5	1
Jefferson	May 2-4, 2011	3	5	2	3
Lake	April 25-28, 2011	4	8	1	7
Leon	Feb. 21-24, 2011	4	10	2	8
Orange	May 16-20, 2011	5	16	3	13
Palm Beach	Oct. 4-8, 2010	5	14	7	7
Pinellas	Nov. 1-5, 2010	5	15	3	12
Polk	May 23-27, 2011	5	12	2	10
St Lucie	Nov. 15-18, 2010	4	6	1	5
Sumter	Jan. 18-21, 2011	4	6	2	4
Taylor	May 9-12, 2011	4	5	2	3
Walton	Dec. 6-9, 2010	4	8	1	7
<b>Total</b>		76	151	39	112
<b>Average</b>		4.0	7.9	2.1	5.9

### Results by Standard for First Year-Third Cycle

The analyses of the cumulative results for the First Year-Third Cycle were generated based on the 19 school district reviews conducted in the 2010-11 school year. Table 3 presents the mean ratings and standard deviations for the First 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 First Year-Third Cycle was **3.1**, 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.



<b>Standards</b>	<b>Means</b>	<b>Standard Deviation</b>
3.1.1. District Needs Assessment	3.5	0.7
3.1.2. Generating a District-wide Professional Development System	3.2	0.9
3.1.3. Research/Evidence Basis	3.8	0.5
3.1.4. Content Standards for Student Outcomes	3.7	0.5
3.1.5. Integration of Initiatives	3.5	0.5
3.1.6. Leadership Development	1.6	1.0
3.1.7. Non-instructional Staff	3.1	0.6
3.1.8. Professional Learning Facilitators	3.3	0.9
3.2.1. Learning Communities	2.9	0.7
3.2.2. Content Focused	3.9	0.3
3.2.3 Learning Strategies	3.6	0.7
3.2.4. Sustained Professional Learning	3.6	0.5
3.2.5. Use of Technology	3.6	0.5
3.2.6. Time Resources	3.6	0.6
3.2.7. Coordinated Records	3.9	0.3
3.2.8. District Support	3.8	0.5
3.2.9. Learning Organization	3.7	0.5
3.3.1. Implementation of Learning	3.2	1.0
3.3.2. Coaching and Mentoring	3.3	0.7
3.3.3. Web-based Resources and Assistance	3.1	0.9
3.4.1. Implementing the System	2.8	0.9
3.4.2. Implementation of Learning	2.4	1.0
3.4.3. Changes in Students	2.4	1.0
3.4.4. Evaluation Measures	2.5	0.9
3.4.5. Use of Results	2.7	0.9
3.4.6. Fiscal Resources	3.4	0.7
3.4.7. Student Gains	3.1	0.9
2.1.1. School Needs Assessment	3.4	0.5
2.1.2. Reviewing Professional Development Plans	3.3	0.6
2.1.3. Reviewing Annual Performance Appraisal Data	2.9	0.6
2.1.4. Generating a School-wide Professional Development System	3.1	0.6
2.1.5. Individual Leadership Development Plan	2.6	0.7



<b>Standards</b>	<b>Means</b>	<b>Standard Deviation</b>
2.2.1. Learning Communities	2.8	0.6
2.2.2. Content Focused	3.6	0.4
2.2.3. Learning Strategies	3.1	0.5
2.2.4. Sustained Professional Learning	3.1	0.5
2.2.5. Use of Technology	2.9	0.4
2.2.6. Time Resources	3.3	0.5
2.2.7. Coordinated Records	3.4	0.8
2.3.1. Implementation of Learning	3.2	0.5
2.3.2. Coaching and Mentoring	2.8	0.4
2.3.3. Web-based Resources and Assistance	2.4	0.6
2.4.1. Implementing the Plan	2.9	0.7
2.4.2. Changes in Educator Practice	2.8	0.6
2.4.3. Changes in Student	2.5	0.7
2.4.4. Evaluation Methods	2.7	0.6
2.4.5. Use of Results	2.7	0.8
1.1.1. Individual Needs Assessment	3.3	0.5
1.1.2. Administrator Review	3.2	0.7
1.1.3. Individual Professional Development Plan	2.9	0.5
1.2.1. Learning Communities	2.5	0.6
1.2.2. Content Focused	3.3	0.3
1.2.3. Learning Strategies	3.0	0.4
1.2.4. Sustained Professional Learning	2.9	0.4
1.2.5. Use of Technology	2.9	0.4
1.2.6. Time Resources	3.3	0.6
1.2.7. Coordinated Records	3.7	0.4
1.3.1. Implementation of Learning	3.3	0.4
1.3.2. Coaching and Mentoring	2.5	0.4
1.3.3. Web-based Resources and Assistance	2.3	0.4
1.4.1. Implementing the Plan	3.1	0.6
1.4.2. Changes in Educator Practice	2.6	0.4
1.4.3. Changes in Students	2.8	0.5
1.4.4. Evaluation Methods	2.7	0.5
1.4.5. Use of Results	2.9	0.6
<b>Average across All 65 Standards</b>	<b>3.1</b>	<b>0.6</b>



Table 4 presents the average ratings for standards in rank order. The cross-district averages for the First Year-Third Cycle ranged from **3.9** for Content Focused and Coordinated Records at the district level to **1.6** for Leadership Development.

<b>Table 4 Rank Ordered First Year-Third Cycle Means (n=19)</b>	
<b>Standard</b>	<b>Mean</b>
3.2.2. Content Focused	3.9
3.2.7. Coordinated Records	3.9
3.1.3. Research/Evidence Basis	3.8
3.2.8. District Support	3.8
3.1.4. Content Standards for Student Outcomes	3.7
3.2.9. Learning Organization	3.7
1.2.7. Coordinated Records	3.7
3.2.3 Learning Strategies	3.6
3.2.4. Sustained Professional Learning	3.6
3.2.5. Use of Technology	3.6
3.2.6. Time Resources	3.6
2.2.2. Content Focused	3.6
3.1.1. District Needs Assessment	3.5
3.1.5. Integration of Initiatives	3.5
3.4.6. Fiscal Resources	3.4
2.1.1. School Needs Assessment	3.4
2.2.7. Coordinated Records	3.4
3.1.8. Professional Learning Facilitators	3.3
3.3.2. Coaching and Mentoring	3.3
2.1.2. Reviewing Professional Development Plans	3.3
2.2.6. Time Resources	3.3
1.1.1. Individual Needs Assessment	3.3
1.2.2. Content Focused	3.3
1.2.6. Time Resources	3.3
1.3.1. Implementation of Learning	3.3
3.1.2. Generating a District-wide Professional Development System	3.2
3.3.1. Implementation of Learning	3.2
2.3.1. Implementation of Learning	3.2
1.1.2. Administrator Review	3.2
3.1.7. Non-instructional Staff	3.1
3.3.3. Web-based Resources and Assistance	3.1
3.4.7. Student Gains	3.1
2.1.4. Generating a School-wide Professional Development System	3.1
2.2.3. Learning Strategies	3.1
2.2.4. Sustained Professional Learning	3.1
1.4.1 Implementing the Plan	3.1
1.2.3. Learning Strategies	3.0



<b>Table 4 (cont.) Rank Ordered First Year-Third Cycle Means (n=19)</b>	
<b>Standard</b>	<b>Mean</b>
3.2.1. Learning Communities	2.9
2.1.3. Reviewing Annual Performance Appraisal Data	2.9
2.2.5. Use of Technology	2.9
2.4.1. Implementing the Plan	2.9
1.1.3. Individual Professional Development Plan	2.9
1.2.4. Sustained Professional Learning	2.9
1.2.5. Use of Technology	2.9
1.4.5. Use of Results	2.9
3.4.1. Implementing the System	2.8
2.2.1. Learning Communities	2.8
2.3.2. Coaching and Mentoring	2.8
2.4.2. Changes in Educator Practice	2.8
1.4.3. Changes in Students	2.8
3.4.5. Use of Results	2.7
2.4.4. Evaluation Methods	2.7
2.4.5. Use of Results	2.7
1.4.4. Evaluation Methods	2.7
2.1.5. Individual Leadership Development Plan	2.6
1.4.2. Changes in Educator Practice	2.6
3.4.4. Evaluation Measures	2.5
2.4.3. Changes in Student	2.5
1.2.1. Learning Communities	2.5
1.3.2. Coaching and Mentoring	2.5
3.4.2. Implementation of Learning	2.4
3.4.3. Changes in Students	2.4
2.3.3. Web-based Resources and Assistance	2.4
1.3.3. Web-based Resources and Assistance	2.3
3.1.6. Leadership Development	1.6



As displayed below, a total of 14 standards received ratings at or above 3.5, the cut score that is used to identify commendable ratings for the Protocol System:

◆ 3.2.2. Content Focused	3.9
◆ 3.2.7. Coordinated Records	3.9
◆ 3.1.3. Research/Evidence Basis	3.8
◆ 3.2.8. District Support	3.8
◆ 3.1.4. Content Standards for Student Outcomes	3.7
◆ 3.2.9. Learning Organization	3.7
◆ 1.2.7. Coordinated Records	3.7
◆ 3.2.3 Learning Strategies	3.6
◆ 3.2.4. Sustained Professional Learning	3.6
◆ 3.2.5. Use of Technology	3.6
◆ 3.2.6. Time Resources	3.6
◆ 2.2.2. Content Focused	3.6
◆ 3.1.1. District Needs Assessment	3.5
◆ 3.1.5. Integration of Initiatives	3.5

Almost all of these standards are located in the district level Planning or Learning sections and represent standards that have been included in the system for all three cycles. A total of 60 of the standards (92%) received average ratings at or above the midpoint of the scale of 2.5.

One standard received an average rating below 2.0, the cut score used to identify unacceptable levels of implementation of the standards:

◆ 3.1.6. Leadership Development	1.6
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Four standards received average ratings between 2.0 and 2.5, the midpoint of the scale:

◆ 3.4.2. Implementation of Learning	2.4
◆ 3.4.3. Changes in Students	2.4
◆ 2.3.3. Web-based Resources and Assistance	2.4
◆ 1.3.3. Web-based Resources and Assistance	2.3

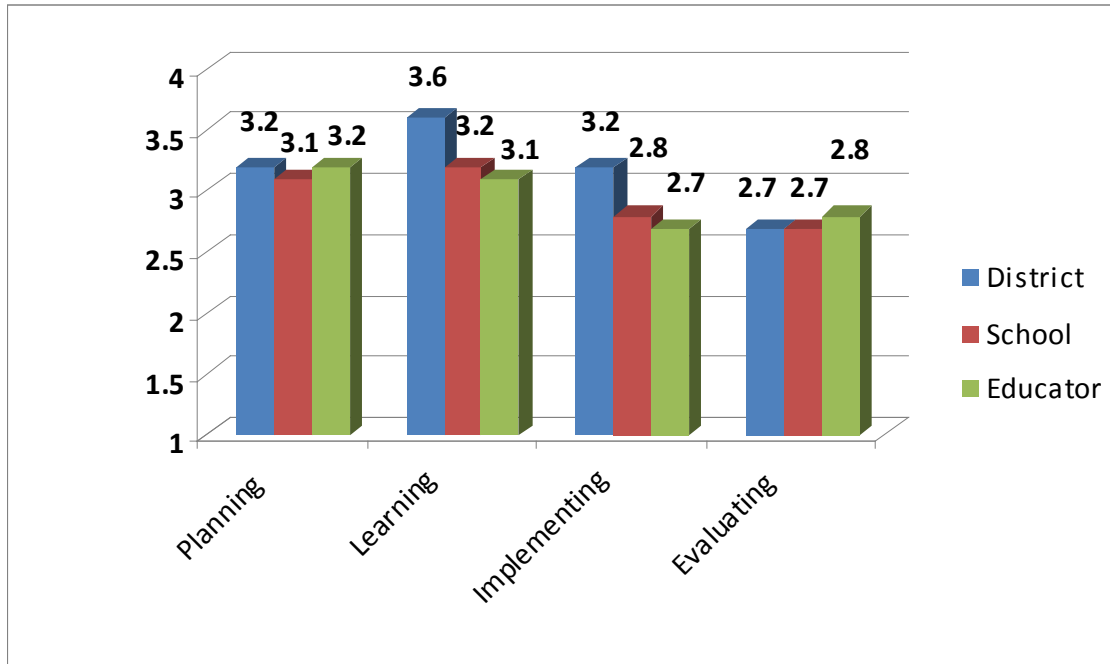
## Average Ratings by Strand

Table 5 presents the average ratings for the First 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). The averages ranged from 3.6 to 2.7 with the most positive average rating (3.6) in District Learning and the least positive average rating in District and School Evaluating and Educator Implementing. The average rating was 3.2 for District Level, 2.8 for School Level, and 3.1 for Educator Level, all within three-tenths of a rating point. Average ratings for strands ranged from 3.3 for Learning to 2.8 for Evaluating. The average ratings for the First Year-Third Cycle on the standards for District, School, and Educator are also presented visually in Figure 5.

<b>Table 5</b>					
<b>Average Ratings by Strand and Level For First Year-Third Cycle</b>					
<b>(n=19)</b>					
<b>Level</b>	<b>Strand</b>				
	<b>Planning</b>	<b>Learning</b>	<b>Imple- menting</b>	<b>Evalu- ating</b>	<b>All Strands</b>
<b>District</b>	<b>3.2</b>	<b>3.6</b>	<b>3.2</b>	<b>2.7</b>	<b>3.2</b>
<b>School</b>	<b>3.1</b>	<b>3.2</b>	<b>2.8</b>	<b>2.7</b>	<b>2.8</b>
<b>Educator</b>	<b>3.2</b>	<b>3.1</b>	<b>2.7</b>	<b>2.8</b>	<b>3.1</b>
<b>All Levels</b>	<b>3.1</b>	<b>3.3</b>	<b>2.9</b>	<b>2.8</b>	<b>3.1</b>



**Figure 2**  
**Average Ratings by Strand and Level**  
(n=19)



### 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 only 19 districts reviewed in the Third Cycle, it is premature to calculate the correlational relationship until sufficient data are available for an appropriate analysis.

## Observations

The new Third Cycle standards were implemented in 19 school districts in the 2010-11 school year. 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.” These changes have been accepted by most 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 ranged from 3.5 to 3.8, indicating that districts are generally implementing the standards that address specifically the state requirements to ensure all educators understand and use the Next Generation Sunshine State Standards and Common Core State Standards for Students, the major initiatives including Response to Intervention and Differentiated Instruction, and the integration of the major initiatives into cohesive and consistent professional 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, indicating that many districts reviewed in 2010-11 met the standard, despite the severe financial constraints in education funding in recent years. It was noted, however, that there is a lag time in the system as the latest fiscal data available for the reviews were from the 2008-09 school year. 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 2010-11, districts were in their third year of implementing transitional programs leading to full approval within seven years.

Many districts had just initiated their programs immediately prior to the scheduled review or had very few participants due to the reductions in personnel resulting from the recent economic recession. Personnel changes in some districts resulted in a lack of awareness about the program plans and delayed implementation. Five of the districts reviewed had implemented significant portions of their plans. This standard received the lowest rating of all standards (1.6), primarily because of the disjoint between the written plans and the current level of implementation. Districts with a “1” rating will submit an updated plan that reflects the current operating procedures for the program. Note that recent legislation and the federal Race to the Top (RTTT) grant will require districts to revise significantly their administrative and educator evaluation systems, which may impact this standard.

**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 was 2.4. Note that recent legislation and the federal Race to the Top (RTTT) grant will 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 for the District, School, and Educator Level standards were 2.9, 2.8, and 2.5, respectively. 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 provide assistance and structure to these meetings. Curriculum coordinators and school coaches often participate in 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. This professional learning structure is more prevalent in the Third Cycle than previously noted.

**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. Overall, the use of technology was excellent at the District Level (3.6), but less apparent at the School and Educator Levels (both 2.9).

**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 (2.4 and 2.3, respectively). Although districts have many structures in place to provide web-based resources and assistance to educators following professional learning, schools and educators are often unaware of these resources or do not use them to help in their implementation of newly learning skills and methods.

**Evaluation.** The lowest rated strand was the Evaluation Strand (2.8), and 11 of the lowest 20 standards were in evaluation. Few districts formally plan and conduct evaluations of even one of their major professional learning programs or efforts to determine if educators actually use what they learned when they are teaching and/or if the professional learning actually resulted in increased student achievement for the students taught by the participating educators. This lack of effort was especially of concern in the large districts that have the capability and resources to conduct at least one such structured study in a three-year span. Note that these standards have been in place in the system for a decade with little progress in even large districts to determine the effectiveness of the considerable resources spent on professional learning. A noticeable improvement, however, was noted in some districts at the educator level when the planning cycle for professional learning is merged with the educator performance

evaluations, resulting in specific professional learning linked to specific student performance improvements. Although some districts and schools have made progress in this area, conducting and documenting the impact of professional learning on the instructional practices of educators and the achievement levels of students continues to be a challenge area.

Some overall impacts were noted from the Protocol System over the first two cycles and continue into 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 provided 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 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 Florida Statute s. 1012.98. Two cycles have been successfully completed, and the first year of the revised Third Cycle was successfully completed as of June 2011. 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 the *National Staff Development Council (NSDC)* 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 First 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. Over 110 volunteers served on the teams, representing 477 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 First 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 provided 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 have encouraged all districts to meet the standards and improve their professional development systems.
- 8. Reviewers learn from other districts.** District professional development staff 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 for the four strands.
11. **Districts continue to need to make improvements in the area of Web-based Resources and Assistance.** These standards were among the lowest rated standards in the First Year-Third Cycle.
12. **Many districts have just 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.

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**





<b>Schedule of Site Visits by District</b>			
<b>District</b>	<b>First Review</b>	<b>Second Review</b>	<b>Third Review</b>
Alachua	April 2006	January 2009	
Baker	April 2005	October 2007	
Bay	April 2004	January 2007	January, 2011
Bradford	May 2006	September 2008	
Brevard	March 2004	October 2006	
Broward	March 2003	November 2006	
Calhoun	October 2005	September 2008	
Charlotte	May 2006	December 2008	
Citrus	November 2003	May 2007	
Clay	September 2005	April 2009	
Collier	April 2005	January 2008	
Columbia	October 2005	October 2008	
Desoto	April 2003	October 2006	October 2010
Dixie	September 2004	November 2007	
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	
Hardee	April 2006	October 2008	
Hendry	April 2006	November 2008	
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	
Leon	October 2004	November 2007	February 2011
Levy	March 2006	October 2008	
Liberty	March 2005	April 2008	



<b>Schedule of Site Visits by District</b>			
<b>District</b>	<b>First Review</b>	<b>Second Review</b>	<b>Third Review</b>
Madison	October 2005	May 2008	
Manatee	May 2006	May 2009	
Marion	April 2005	April 2008	
Martin	December 2005	May 2009	
Miami-Dade	May 2005	April 2009	
Monroe	October 2004	October 2006	
Nassau	December 2003	April 2007	
Okaloosa	May 2005	April 2008	
Okeechobee	October 2003	April 2007	
Orange	April 2005	October 2007	May 2011
Osceola	October 2004	November 2007	
Palm Beach	November 2003	April 2007	October 2010
Pasco	April 2005	December 2007	
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	
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 First Year-Third Cycle**



Professional Development Protocol Standards Matrix: District, School, Educator Levels for First Year-Third Cycle – 2010-11					
District	Rating	School	Rating	Educator	Rating
3.1.1. District Needs Assessment	3.5	2.1.1. School Needs Assessment	3.4	1.1.1. Individual Needs Assessment	3.3
3.1.2. Generating a District-wide Professional Development System	3.2	2.1.2. Reviewing Professional Development Plans	3.3	1.1.2. Administrator Review	3.2
3.1.3. Research/Evidence Basis	3.8	2.1.3. Reviewing Annual Performance Appraisal Data	2.9		
3.1.4. Content Standards for Student Outcomes	3.7	2.1.4. Generating a School-wide Professional Development System	3.1	1.1.3. Individual Professional Development Plan	2.9
3.1.5. Integration of Initiatives	3.5				
3.1.6. Leadership Development	1.6	2.1.5. Individual Leadership Development Plan	2.6		
3.1.7. Non-instructional Staff	3.1				
3.1.8. Professional Learning Facilitators	3.3				
3.2.1. Learning Communities	2.9	2.2.1. Learning Communities	2.8	1.2.1. Learning Communities	2.5
3.2.2. Content Focused	3.9	2.2.2. Content Focused	3.6	1.2.2. Content Focused	3.3
3.2.3 Learning Strategies	3.6	2.2.3. Learning Strategies	3.1	1.2.3. Learning Strategies	3.0
3.2.4. Sustained Professional Learning	3.6	2.2.4. Sustained Professional Learning	3.1	1.2.4. Sustained Professional Learning	2.9
3.2.5. Use of Technology	3.6	2.2.5. Use of Technology	2.9	1.2.5. Use of Technology	2.9
3.2.6. Time Resources	3.6	2.2.6. Time Resources	3.3	1.2.6. Time Resources	3.3
3.2.7. Coordinated Records	3.9	2.2.7. Coordinated Records	3.4	1.2.7. Coordinated Records	3.7
3.2.8. District Support	3.8				
3.2.9. Learning Organization	3.7				
3.3.1. Implementation of Learning	3.2	2.3.1. Implementation of Learning	3.2	1.3.1. Implementation of Learning	3.3
3.3.2. Coaching and Mentoring	3.3	2.3.2. Coaching and Mentoring	2.8	1.3.2. Coaching and Mentoring	2.5
3.3.3. Web-based Resources and Assistance	3.1	2.3.3. Web-based Resources and Assistance	2.4	1.3.3. Web-based Resources and Assistance	2.3
3.4.1. Implementing the System	2.8	2.4.1. Implementing the Plan	2.9	1.4.1 Implementing the Plan	3.1
3.4.2. Implementation of Learning	2.4	2.4.2. Changes in Educator Practice	2.8	1.4.2. Changes in Educator Practice	2.6
3.4.3. Changes in Students	2.4	2.4.3. Changes in Student	2.5	1.4.3. Changes in Students	2.8
3.4.4. Evaluation Measures	2.5	2.4.4. Evaluation Methods	2.7	1.4.4. Evaluation Methods	2.7
3.4.5. Use of Results	2.7	2.4.5. Use of Results	2.7	1.4.5. Use of Results	2.9
3.4.6. Fiscal Resources	3.4				
3.4.7. Student Gains	3.1				