

Rule Development Workshop

Florida's Professional Learning Standards and Master Inservice Plan Requirements

Public Input on Draft Rule 6A-5.071, F.A.C.

August 16, 2018

Agenda

Part 1

Overview of
Statute and
Professional
Learning
Standards

Part 3

Overview of
Master Inservice
Plan
Requirements

Part 5

Public
Comments

Part 2

Clarifying
Questions

Part 4

Clarifying
Questions

Input and Participation

During the Workshop

- Input and comments may be made in person, by conference call, or via the webinar platform.
 - Provide your name and affiliation
 - Comments may be timed to allow all who wish to speak the opportunity to do so

Following the Workshop

- Input and comments may be mailed, emailed, left in the room, or provided online at <https://web02.fldoe.org/rules/Default.aspx>.

Input and Participation

Types of Input We Are Seeking

- Suggestions for changes or agreement with specific text in the rule (e.g., keep this..., delete this..., add this..., change this to read...).
 - To the extent that you can provide why, this will help us with context and tracking that same issue in other parts of the rule.
- Comments on whether the rule text actually accomplishes what the law or presentation indicates is intended.

Rule Adoption Timeline

July 2018: Notice of Rule Development published

August 2018: Workshop and input on draft text

August – September 2018: Review public comments and revise rule text

September 2018: Notice of Proposed Rulemaking published

October 2018: State Board meeting for possible rule adoption



PART 1 OVERVIEW OF STATUTE AND PROFESSIONAL LEARNING STANDARDS



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Rule Authority and Content for 6A-5.071

Section 1012.98, F.S., School Community Professional Development Act

Compels each school district to establish and maintain a professional development system that

- Increases student achievement
- Enhances classroom instructional strategies that promote rigor and relevance throughout the curriculum
- Prepares students for college and career success

Goals for the Rule Development Process

1 Update Florida's Professional Learning Standards

2 Reorganize the subsections

3 Update requirements

Subsections of the Rule

1	Purpose
2	Professional Learning Standards
3	Master Inservice Plan Requirements
4	Submission, Amendment, and Review Criteria
5	Awarding of Inservice Points
6	Record Maintenance and Data Reporting
7	Other Eligible Entities

Purpose

- Subsection (1) outlines the purpose of the rule which is to set forth the requirements for school district master inservice plans by
 - Establishing standards for high-quality professional learning;
 - Outlining the requirements for plan components;
 - Setting submission, amendment, and review criteria;
 - Providing specifications for awarding inservice points; and
 - Prescribing record maintenance and data reporting requirements.

Professional Learning Standards

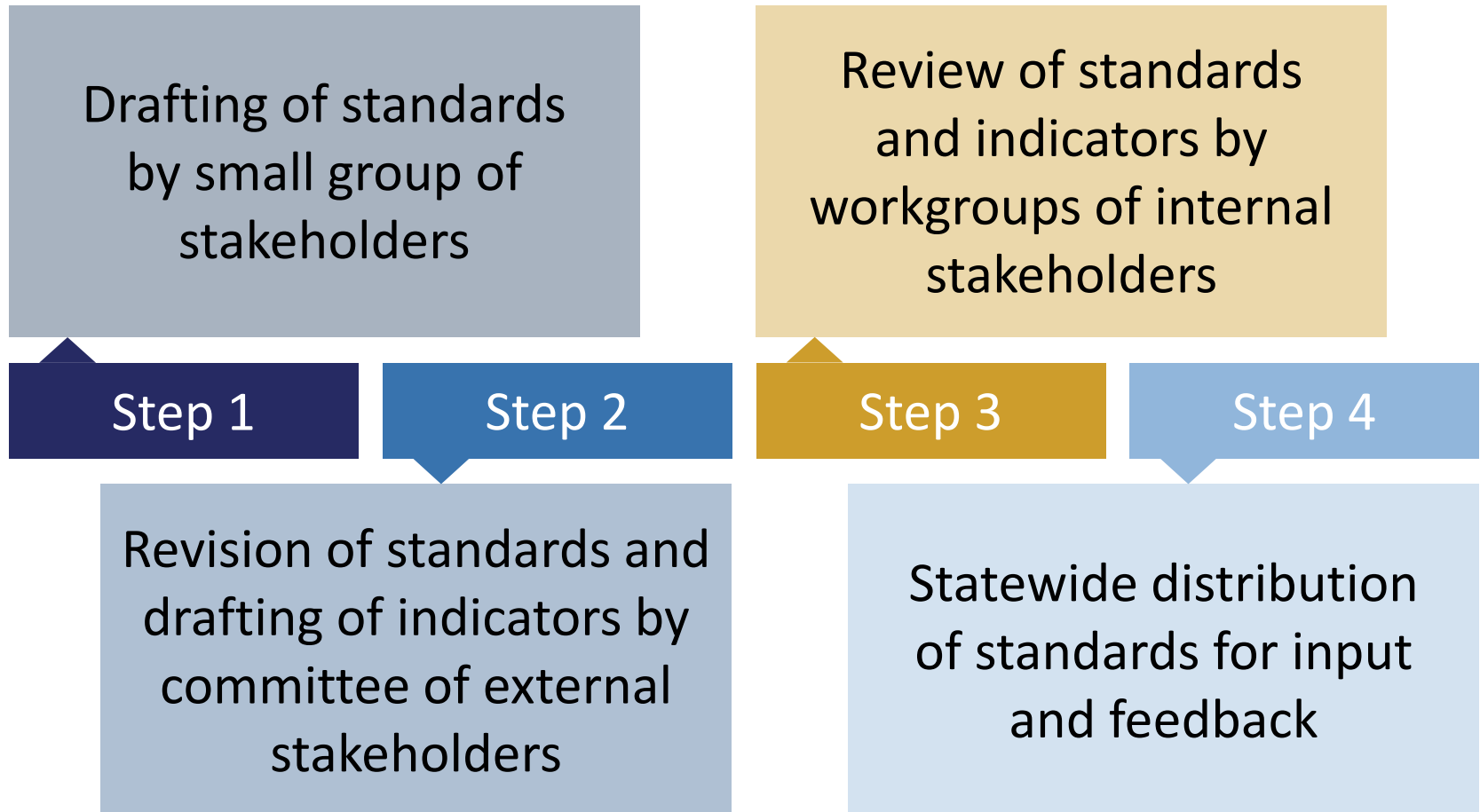
- Subsection (2) outlines Florida's standards for high-quality professional learning.



Please note . . .

As the standards were last updated in 2010, it was time for a thorough review.

Professional Learning Standards Revision



Professional Learning Standards

Basic Principles

Professional standards...

- Define the core expectations for effective practice in a specific field
- Are based on practices supported by research that is evidenced-effective in the field
- Accurately represent the knowledge, skills, and practices required for successful performance

Professional Learning Standards

Format and Structure

Domains

Broad categories of knowledge and skills

Standards

Distinct, generalized statements that outline a particular professional competency or expectation

Indicators

Discrete examples of practice or behaviors that indicate proficiency in the standard; provide context and clarification of intent

Professional Learning Standards

Domains

0

Foundation

1

Needs Assessment and Planning

2

Learning

3

Implementing

4

Evaluating

Professional Learning Standards

Domain 0: Foundation

Standard 0.1: Leadership

Professional learning requires skillful leaders who develop capacity, create support systems, and advocate for professional learning to continually improve educator practice and student outcomes.

Indicators

Examples of this standard in practice include

- Setting high standards for educator and student performance
- Developing expertise in self and others regarding effective professional learning and leadership
- Creating a coherent program of learning and leadership development opportunities for growth of all employees
- Communicating the importance of high-quality professional learning and its connection to student outcomes
- Ensuring policies, structures, resources, calendars, and daily schedules support professional learning

Professional Learning Standards

Domain 1: Needs Assessment and Planning

Standard 1.1: Professional Learning Needs

Professional learning includes the use of student, educator, and system data to analyze, prioritize, and plan for continuous improvement of educator practice and student outcomes.

Indicators

Examples of this standard in practice include

- Continuously analyzing and interpreting multiple types and sources of data to determine student learning needs and related educator problems of practice
- Prioritizing professional learning based on identified student and educator learning needs
- Developing individual, school, and district learning plans that align professional learning goals to student learning needs

Professional Learning Standards

Domain 1: Needs Assessment and Planning

Standard 1.2: Professional Learning Resources

Professional learning requires schools and districts to maximize and monitor the use of resources to continually improve educator practice and student outcomes.

Indicators

Examples of this standard in practice include

- Prioritizing and aligning fiscal, human, material, technology, and time resources for investment in professional learning
- Integrating multiple sources of funding in order to fully support identified professional learning needs
- Analyzing data collected on resource utilization and impact on desired outcomes to make decisions regarding future allocations

Professional Learning Standards

Domain 2: Learning

Standard 2.1: Learning Outcomes

Professional learning includes outcomes that ensure intended changes in educator knowledge, skills, dispositions, and practice align with student learning needs.

Indicators

Examples of this standard in practice include

- Using identified student learning needs to make decisions about professional learning content and outcomes
- Defining clear expectations and learning outcomes that specify what educators need to know and do in relation to educator performance standards
- Creating coherence by ensuring outcomes build on previous professional learning or knowledge

Professional Learning Standards

Domain 2: Learning

Standard 2.2: Learning Designs

Professional learning includes use of research- and evidence-based learning designs to continually improve educator practice and student outcomes.

Indicators

Examples of this standard in practice include

- Considering the desired outcomes and educator and student learning needs, interests, and experiences in the selection of learning designs
- Utilizing face-to-face, online, and blended learning design models that focus on sustained individual, team, and school learning
- Enabling educators to construct new, relevant, and personalized learning through processes such as active engagement, modeling, application, assessment, reflection, feedback, and ongoing support
- Supporting collaboration among educators to deepen professional practice and foster a sense of collective responsibility for improving student outcomes

Professional Learning Standards

Domain 3: Implementing

Standard 3.1: Implementation of Learning

Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.

Indicators

Examples of this standard in practice include

- Setting clear goals and maintaining high expectations for implementation of learning with fidelity
- Sustaining implementation of new learning by providing multiple opportunities for practice in authentic settings with ongoing and varied support (e.g., coaching, modeling, peer groups, co-teaching, co-planning, study groups)
- Providing opportunities for frequent feedback and reflection to analyze and adjust practice in relation to established expectations
- Monitoring and assessing the degree of implementation to identify and resolve challenges related to integration of professional learning

Professional Learning Standards

Domain 4: Evaluating

Standard 4.1: Evaluating Professional Learning

Professional learning includes formative and summative evaluation of the effectiveness of professional learning in increasing educator knowledge, changing educator dispositions and practice, and improving student outcomes to inform future decisions about professional learning.

Indicators

Examples of this standard in practice include

- Developing and conducting a comprehensive plan to evaluate the effectiveness of individual, school, and district plans for professional learning
- Monitoring formative educator practice and student learning data to assess professional learning and make adjustments as needed
- Conducting a summative evaluation at the end of a program to assess the overall impact and make decisions regarding future professional learning



PART 2 CLARIFYING QUESTIONS



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PART 3 OVERVIEW OF MASTER INSERVICE PLAN REQUIREMENTS



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Master Inservice Plan Requirements

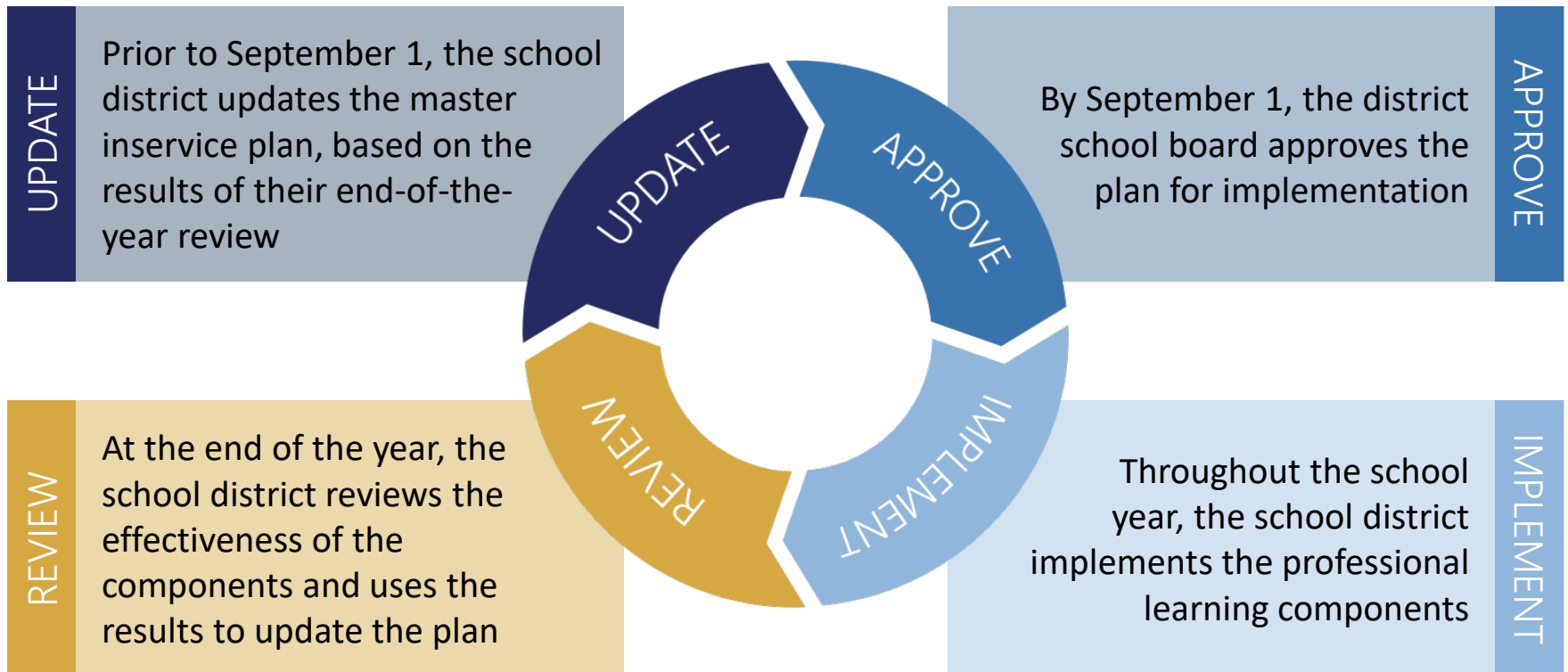
- Subsection (3) outlines the required information the district must include for each professional learning component included in the master inservice plan.

Please note . . .

The component evaluation criteria was adjusted to better align with the updated professional learning standards.

Submission, Amendment, and Review Criteria

- Subsection (4) establishes criteria for the annual master inservice plan processes.



Awarding of Inservice Points

- Subsection (5) establishes guidelines for awarding inservice points for successful completion of professional learning.

Completion of MIP Component

- One clock hour of participation equals one inservice point or as specified in the plan based on competencies demonstrated

Completion of College Credit

- One semester hour of college credit equals 20 inservice points
- One semester hour of college credit equals 13 and one-third inservice points

Record Maintenance and Data Reporting

- Subsection (6) establishes guidelines for maintaining professional learning component records and reporting component data to the department.



Please note . . .

No substantial changes were made to this subsection from the previous version of the rule.

Other Eligible Entities

- Subsection (7) identifies the other entities eligible to create a master inservice plan, as part of a larger professional development system, such as an organization of private schools or consortium of charter schools with no fewer than 10 member schools in the state.



PART 4 CLARIFYING QUESTIONS



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PART 5 PUBLIC COMMENTS



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Thank
you!