Rule Development Workshop Script

Florida's Professional Learning Standards and Master Inservice Plan Requirements

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

August 16, 2018

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Good afternoon and welcome to the Rule Development workshop and webinar, with an opportunity for public input on draft rule text for Rule 6A-5.071 – Master Inservice Plan Requirements. With me today are members of the Bureau of Educator Recruitment, Development, and Retention, as well as other Department staff.

So that everyone is aware, we are conducting this workshop both as a webinar via conference call and face-to-face. I would like to go through a few instructions for all of our different groups of people joining us today. For everyone's information, today's webinar and conference call are being recorded and the recording, presentation materials and transcripts will be posted to our website within 10 days.

It will be extremely helpful if you have the draft rule text available so you can follow along as we go through the rule. The draft rule language is available for download in the webinar platform. For those of you in the room, we have copies available in the back.

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We are going to conduct our workshop in five sections.

There will be two parts that are informational: Part 1 and Part 3. The first part will be an overview of the authorizing statute that is the underpinning of this rule, as well as the rule text of the proposed revisions to Florida's Professional Learning Standards. The third part will be an overview of the master inservice plan requirements, which other than reorganization, remain largely unchanged.

Following each informational part there will be an interactive portion of the workshop where anyone who is participating, whether it is via the webinar or conference call or in-person, can ask clarifying questions. This provides an opportunity for someone to make sure he or she understands properly what was said during the presentation, and whether it was in the statute or draft rule text. Department staff will provide responses or, if necessary, take questions back for later response. These questions—and also the comments that follow—will help us to improve the draft rule text.

After the second question and answer session has ended, we will go to Part Five, which is the public comment portion of the workshop. During this time, any participant who wishes to make a comment about the rule will have an opportunity to do so. During this time there will be no responses, questions, or debate.

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Now, we want to cover a few details about input and participation.

You may participate and provide input during the workshop or, if you need more time with the material, following the workshop.

During the interactive portions of the workshop, we ask that you state your name and affiliation, which can be your institution, school district, association, or anything else you want us to know about where you are from.

If you are participating by conference call, please follow the instructions that the operator will provide. And for those of you participating via the webinar, you can type your question into the text box.

When we get to Part Five, the public comment section, depending on how many people are in the queue to make comments and how much time we have left, we may limit those comments to a certain amount of time that allows everyone the opportunity to speak who wishes to do so.

If you prefer to submit your questions or comments in writing following the workshop, you can do this at any time. You can mail or email them to us. You can also provide input to the State Board of Education's website as noted on this slide.

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One last thing about input and participation. This rule is being advertised for public comment. It is draft rule text. It is extremely important to us that we have your comments and suggestions for change.

This can be things like "please keep this text," "please delete this section," "please add something about dot dot dot," or "I like where you are going on this except that I think that you need to change it to—or clarify it to say—such and such."

In order to improve the rule text, we also ask that you be as specific as possible.

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Before we head into Part One, we want to take a minute to discuss and share the rule adoption timeline.

As I mentioned, we are currently in rule development. A Notice of Rule Development was published on July 31, 2018.

Today, now, we are hosting a workshop and asking for input on the draft text. Public input and feedback will remain open until September 20, 2018, which is the date the rule materials are due in order to make it on the October State Board of Education meeting agenda. Until this time, the public comment avenues are open to you. Throughout August and September, we will review and consider any additional public input or comments we receive as a result of today's workshop.

We anticipate that we will publish a final version in late September, which the Commissioner will present to the State Board of Education for consideration at the October 25, 2018, board meeting.

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So let's go ahead into Part One, which is the portion of the presentation that's an overview of what's in the law and the proposed changes to the professional learning standards.

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The authorizing statute for the professional learning standards and master inservice plans is section 1012.98, Florida Statutes. In this statute the legislature compels each school district to establish and maintain a professional development system that increases student achievement, enhances classroom instruction, and prepares students for college and career success.

This professional development system must be aligned to the state's professional learning standards and contain a master plan for professional learning activities for all district employees from all fund sources.

As you know, these requirements have been established in statute for years. So, what brings us here today?

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First, we needed to update the state's professional learning standards. Traditionally, the department reviews the professional learning standards in preparation for the next professional development system review cycle, which is the process the department uses to help districts evaluate their professional development systems. This means that the current standards were last updated in 2010.

Our second goal was to reorganize the subsections pertaining to the master inservice plan for better flow and clarity.

And lastly, we needed to update requirements as necessary to align with statutory changes.

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To begin, let's review the revised structure of Rule 6A-5.071.

The first subsection, provides an overview of what you will see throughout the rule. The second subsection contains the revised professional learning standards. The third subsection outlines all of the requirements for master inservice plan components, while subsections four through six outline the annual submission, implementation, review, and reporting processes. And finally, subsection seven outlines the other entities eligible to maintain a professional development system.

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

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Subsection (2) of the rule outlines the proposed revisions to Florida's professional learning standards.

As previously mentioned, the current standards were last updated in 2010 and in need of a thorough review. The updating of standards can be a monumental task; one when done correctly, cannot be completed alone.

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In order to accomplish this important work, the department created a standards revision plan that included the engagement of multiple groups of stakeholders over time.

Initially, a small group of stakeholders, including an expert from a national professional learning organization, drafted a set of standards customized to the context and needs of Florida's districts.

This past May, the department created a diverse committee of external stakeholders who are representative of the geographical areas of the state to assist in the next step of the process. The committee was comprised of individuals with various roles within the education field including district and consortium professional development leaders, teacher preparation program coordinators, and College of Education professors. In June, we hosted a three-day meeting in Tallahassee for the committee to review the new standards, propose revisions, and draft indicators that provide examples of the specific knowledge, skills, and practices that could indicate mastery in each standard area.

Following the June meeting, the department pulled together several workgroups of internal stakeholders to review the standards and indicators, and solicited feedback from experts in the field of professional learning, which resulted in the standards and indicators we will present to you today.

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Before we go into the actual standards text, we want to discuss a few basic principles of standards development and structure.

Generally, professional standards define core expectations; are evidence-based; and represent the knowledge, skills, and practices required for successful performance.

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Now, you will notice that the professional learning standards consist of three elements: domains, standards, and indicators.

At the highest level, the domains identify broad categories of knowledge and skills.

Then within each domain, the standards outline a particular professional competency or expectation, while the indicators serve as specific examples of practices or behaviors that indicate proficiency in the standard.

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At the domain level, you will notice that the revised standards look very similar to the current standards; the Planning, Learning, Implementing, and Evaluating cycle appears in both. However, there are two differences.

Foundation has been added as the first domain. We labeled it as "Domain 0," as all of our stakeholder groups agreed that there are some fundamental elements, such as leadership, that need to be in place before the cycle can begin.

Additionally, "Needs Assessment" has been added to the Planning domain to emphasize the importance of using data to make professional learning decisions.

Now that we have covered the five domains, let's jump into the details of our seven professional learning standards.

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The first standard, which falls in the Foundation domain, is Standard 0.1: Leadership.

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

A few examples of this standard in practice include setting high standards for educator and student performance; communicating the importance of high-quality professional learning and its connection to student outcomes; and ensuring policies, structures, resources, calendars, and daily schedules support professional learning.

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The second standard, which falls in the Needs Assessment and Planning domain, is Standard 1.1: Professional Learning Needs.

It states, "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."

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; and developing individual, school, and district learning plans that align professional learning goals to student learning needs.

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The third standard, which also falls in the Needs Assessment and Planning domain, is Standard 1.2: Professional Learning Resources.

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

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; and analyzing data collected on resource utilization and impact on desired outcomes to make decisions regarding future allocations.

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The fourth standard, which falls in the Learning domain, is Standard 2.1: Learning Outcomes.

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

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; and creating coherence by ensuring outcomes build on previous professional learning or knowledge.

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The fifth standard, which also falls in the Learning domain, is Standard 2.2: Learning Designs.

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

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; enabling educators to construct new, relevant, and personalized learning through processes such as active engagement, modeling, application, assessment, reflection, feedback, and ongoing support; and supporting collaboration among educators to deepen professional practice and foster a sense of collective responsibility for improving student outcomes.

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The sixth standard, which falls in the Implementing domain, is Standard 3.1: Implementation of Learning.

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

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; and monitoring and assessing the degree of implementation to identify and resolve challenges related to integration of professional learning.

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The seventh and final standard, which falls in the Evaluating domain, is Standard 4.1: Evaluating Professional Learning.

It states, "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."

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; and conducting a summative evaluation at the end of a program to assess the overall impact and make decisions regarding future professional learning.

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That concludes the overview of statute and the proposed professional learning standards, which was Part One of today's workshop. Now we will move to Part Two, which is to provide you an opportunity to ask clarifying questions.

As a reminder, you may ask questions to clarify anything in the presentation or the draft rule text. If we are unable to provide an answer today, we will take your questions and get back with you for a response.

So, let's begin with those who are on the conference call line. Operator, will you please compile the queue for questions and answers at this time.

We will also check the chat area on the webinar for clarifying questions.

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OK. Now we will go ahead into Part Three, which is the portion of the presentation that's an overview of the master inservice plan requirements.

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

It is worth noting, the information in this subsection remains largely unchanged. However, the evaluation criteria was adjusted slightly to better align with the updated professional learning standard regarding evaluation.

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Subsection (4) of the rule establishes criteria for the annual master inservice plan processes. Most of the text in this subsection is not new, but simply reorganized. In the current version of the rule, this information is contained in several different subsections. By bringing this information together in one subsection, it emphasizes that these should not be disjointed actions, but connected as part of a continuous improvement process.

The Review and Update phases of the process highlight the notion that the master inservice plan should not be a static document; it should be responsive to the changing learning needs of students and educators. At the end of each school year, the district should conduct a review of the overall effectiveness of the professional learning components in the master inservice plan and use this information to make decisions about which programs to continue, modify, or eliminate. Then, by September 1, the district updates the plan for the upcoming school year based on the results of their review and obtains school board approval for implementation.

Throughout the school year, the district implements the professional learning components in the plan, collecting implementation and effectiveness data along the way. If the district determines it needs to add or modify a professional learning component after the initial approval of the plan, these changes should be approved by the district school board as an amendment.

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Subsection (5) of the rule establishes guidelines for awarding inservice points for successful completion of professional learning. These guidelines remain unchanged from the current rule.

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Subsection (6) of the rule establishes guidelines for maintaining professional learning component records and reporting component data to the department. These guidelines also remain unchanged from the current rule.

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Subsection (7) of the rule identifies the other entities eligible to create a master inservice plan, as part of a larger professional development system. This subsection was modified slightly to reflect recent legislation that added consortiums of charter schools as another eligible entity.

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That concludes the overview of the master inservice plan requirements, which was Part Three of today's workshop. Now we will move to Part Four, which is to provide you an opportunity to ask clarifying questions.

As a reminder, you may ask questions to clarify anything in the presentation or the draft rule text. If we are unable to provide an answer today, we will take your questions and get back with you for a response.

So, let's begin with those who are on the conference call line. Operator, will you please compile the queue for questions and answers at this time.

We will also check the chat area on the webinar for clarifying questions.

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Now, with the time remaining, let's turn to comments. We will begin with those on the conference line and if we have time, will move to those online. Remember, you can also submit comments via email or the website previously mentioned.

Comments from the conference line? Operator, please compile the queue for comments.

Comments from the chat feature on the webinar?

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This concludes our Rule Development Workshop for today. Thank you for your participation throughout and have a good day.