



SCHOOL BOARD OF SARASOTA COUNTY, FL



Professional Development Department

Our vision: Staff Excels – Students Succeed

Our mission is to cultivate and support highly effective educators through research-based professional learning, so that students graduate with skills and knowledge to be college and career ready.

District Professional Development System 2013 – 2014

PURPOSE/FUNCTION

Pursuant to Florida Statute 1012.98, the purpose of the professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The system of professional development is aligned to the standards adopted by the state and support the framework for standards adopted by the National Staff Development Council and the Florida Professional Development Evaluation Protocol System.

The Professional Development Department, established by the School Board of Sarasota County, operates in accordance with Florida Statutes. In-service activities are aligned with student and personnel needs as determined by school improvement plans, annual school reports, student achievement data, performance appraisal data, certification, Sarasota Classified /Teacher Association (SC/TA, the teachers' union) contract language, and staff input.

PROFESSIONAL DEVELOPMENT DEFINED

Professional development is described as training designed to enhance the professional knowledge, skills and behaviors of school and district staff so that they will, in turn, improve the student learning environment.

Professional development delivers rigorous, research-based, field-tested learning experiences, programs, and resources for teachers, administrators, and support personnel in order to increase student achievement and their learning environment. Professional development is a set of on-going related resources and professional learning activities directed toward professional growth. Planned coherent actions and support systems are designed and implemented to develop the educator's knowledge, skills, and behaviors to improve student achievement.

Alignment – Professional development must be aligned to one or more of these categories:

- Present certification area or job function
- School Improvement Plan (SIP)
- Individual Professional Development Plan (IPDP)
- Florida Educator Accomplished Practices (FEAPs)/Florida Statute 1012.98 (4) (b) 3:
 - ✓ Assessment
 - ✓ Integrated Technology
 - ✓ Continuous Improvement
 - ✓ Communication
 - ✓ Role of the Teacher
 - ✓ Classroom Management
 - ✓ Parent Involvement
 - ✓ Research-based Instructional Strategies
 - ✓ Diversity
 - ✓ Learning Environments
 - ✓ Knowledge of Subject Content
 - ✓ Ethics
 - ✓ Critical Thinking
 - ✓ Human Development and Learning
 - ✓ School Safety

Formal training *must* include all four components of the Professional Development Evaluation Protocol System (i.e. planning, learning, implementing, and evaluating) in order for a participant to receive in-service credit.

PROFESSIONAL DEVELOPMENT EVALUATION PROTOCOL

District professional development activities in Florida are guided by Florida's Professional Development System Evaluation Protocol. This evaluation model assesses the local planning, learning, implementation, and evaluation of professional development activities according to standards modeled after the Learning Forward (formerly National Staff Development Council) standards as well as Florida statutory requirements. The Professional Development System Evaluation Protocol includes standards that serve to identify and recognize best practices as well as to identify local professional development systems in need of improvement.

The Florida Department of Education initiated the Professional Development System Evaluation Protocol in spring 2003 as a means to fulfill the requirements of Section 1012.98, Florida Statutes. This legislation sets forth that the purpose of professional development systems is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The standards were revised and updated in 2010 to reflect recent changes in law and current research and practice.

Florida's Professional Development System Evaluation Protocol provides the criteria for evaluating the quality of each district's professional development system. Systems are evaluated at the district, school and educator level in four essential elements of high quality professional development, or strands, which are incorporated into each level: planning, learning, implementing and evaluating. Judgments on 65 standards organized under these strands are made using a 4-point rating scale, with a midpoint of 2.5. A school district meets the adequacy

provision when the average of the ratings for all of the standards is above the midpoint on the scale. District professional development systems are reviewed on a four-year cycle beginning with the third cycle in the 2010-2011 school year.

You may access more information regarding Florida’s Professional Development Evaluation Protocol at <http://www.fldoe.org/profdev/pdstandards.asp>

DELIVERY METHODS

Professional Development In-Service credit can be earned through:

School-sponsored training	Local/regional workshops
District-sponsored training	Study Groups (pre-approved by administrator)
State-sponsored training	Courses from an accredited college/university
Professional conferences	Approved district/state online courses

ACADEMIC INTEGRITY POLICY

The School Board of Sarasota County strongly believes that academic honesty must be practiced by all employees. Cheating is defined by the School Board of Sarasota County as “the inappropriate and deliberate distribution or use of information, notes and materials, work of another person or the unauthorized use of technology devices in the completion of an academic assessment or assignment.” Employees are expected to demonstrate honesty and integrity at all times. Each employee is expected to do his or her own work, except where collaboration is permitted by the instructor. This includes test-taking, homework, class assignments and the original creation of written work and research. There is no distinction between giving and receiving unauthorized help; one who helps another to cheat is as guilty as one who benefits from cheating. All work submitted by the employee should be a true reflection of that employee’s own effort and ability. Violation of this policy may result in academic/professional consequences.

CORE POLICIES AND ASSOCIATED PRACTICES

The core policies and associated practices addressed in this document include:

1. A Focus on College and Career Ready Students
2. The Priority Shifts in Professional Development
3. The Purposes of the Professional Development System
4. The Capacities Employed in the Professional Development System
5. The Deliverables of the Professional Development System
6. The Evaluation Practices of the Professional Development System
7. The Role of the Master In-service Plan (MIP)

1. A Focus on College and Career Ready Students

District supported professional learning promotes proficiency improvements of individual educators and school-based teams. The focus of such proficiency improvements will be providing a PreK-12 learning environment and instructional supports that result in college and career ready students. District and school supported professional learning will focus resources on fidelity of implementation of priority initiatives and other major district systems designed to result in student success through an emphasis on:

- Standards-based instruction.
- Contemporary research-based instructional practices for improving student engagement, rigor, and persistent effort to master academic standards.
- Contemporary research-based leadership practices for improving instructional leadership and faculty development.

There are several foundational understandings that the district's workforce must have for implementation of systemic support for college and career ready students. These foundational understandings are:

- The professional development system is the collective behaviors of individuals and collegial groups focused on professional learning. The "system" is comprised of what we actually do.
- Essential system behaviors include:
 - School-based learning cultures focused on continuous improvement of instructional and leadership practices that result in student growth.
 - Organizational supports (e.g., data, resources, time, schedules) that support educator efforts to coordinate and align professional learning with standards supporting student learning needs.
 - Deliberate practice of individual educators to deepen knowledge and skills supporting college and career ready outcomes. For the district's professional development system to accomplish its purposes, the deliberate practice of instructional personnel and school and district leaders must result in actual improvements in student achievement on course requirements.

Professional learning supported through the district's professional development system will align with the district's vision for college and career ready students. The system shall support increased student achievement through a PreK-12 learning environment that provides all students instruction and learning based upon common standards, sound research, collaboration, and problem solving driven by multiple sources of student data.

This policy illustrates redirecting a professional development system to support outcomes aligned with the "college and career ready" vision of the state's public education system. The practices that enable implementation of this policy include:

1.1 Understanding the Standards Framework

All instructional and administrative personnel engage in individual and collegial efforts to deepen understanding of the overall framework of student academic standards in the Common Core State Standards (CCSS) and Next Generation Sunshine State Standards (NGSSS).

1.2 Use of Course Requirements

Individual and collegial efforts of classroom teachers, their supervisors and instructional coaches, deepen understanding of the specific course requirements for courses/subjects taught.

The base line repertoire of effective educator practices includes:

- Mastery of the course requirements embedded in course descriptions (found on the CPALMS website).
- Use of those requirements in instructional design and lesson planning, instructional delivery and facilitation, and assessment.
- Monitoring alignment between activities and assignments in lesson plans with the learning goals and state standards applicable to the course.

1.3 Alignment and Relationships

Many initiatives, programs, processes, and approaches are intended to build capacity for “college and career ready” student outcomes. Understanding the relationship of each of these supports to the mission of college and career ready is critical to a systemic view that “it’s all the same work.”

To deepen understanding that “it’s all the same work,” design of and engagement in professional learning includes individual and collegial practices that specifically target the relationships between specific initiatives or tasks and the student learning they support. Routinely embedding such practices in professional learning serves to align the work and clarify the relationships of the professional learning to the mission of “college and career ready students.”

- Professional learning for which no alignment or relationship is provided tends to be seen as added work rather than enabling work, and can even be a distraction. Professional learning without a relationship may not be appropriate for district and school resource support.

Core Policy 1: A Focus on College and Career Ready Students	
Associated Practice	Primary Responsibility
1.1 Understanding the Standards Framework	Practices implemented, individually and collectively, by all educators involved in or supporting instruction at both school and district level
Implementation Schedule: Initiated August 7, 2013 and a recurring annual process thereafter	

- a. **District:** District leaders emphasize the significance of CPALMS at the beginning of the school year at orientation meeting for all school leaders.
- b. **District:** Curriculum and Instruction Department specialists integrate use and access of CPALMS into content area training throughout the year.
- c. **District and School:** Leaders plan and implement a process at each school to share professional learning from 2013 State and District Common Core State Standards Summer Institutes.
- d. **School:** Principals and Assistant Principals provide faculty with training on use of CPALMS to locate and review course descriptions at the beginning of the year.
- e. **School:** Principals and faculties incorporate recurring discussion in faculty meetings on the overall framework of student academic standards in the Common Core State Standards (CCSS), and Next Generation Sunshine State Standards (NGSSS) and other aspects of being “college and career ready” as are appropriate to the student population.
- f. **School:** Principals and Assistant Principals monitor alignment of lesson planning with course descriptions.

Associated Practice	Primary Responsibility
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1.2 Use of Course Requirements	Practices implemented, individually and collectively, by all educators involved in or supporting instruction at each school
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Implementation Schedule: Initiated September 2013 and a recurring annual process thereafter

- a. **School:** All department, team and/or grade level groups in each school meet at least once a week in Collaborative Planning Teams (CPTs) to review each member’s success in locating and reviewing applicable course descriptions.
- b. **School:** All teachers access and use in planning the district’s Instructional Focus Calendars (IFCs)
- c. **School:** School leaders and teachers begin to routinely use language of the FEAPs and the state’s academic standards during discussion on the design and implementation of quality instruction.
- d. **School:** Principals and leadership teams determine how to monitor faculty needs in learning to use course descriptions in SIP and IPDP planning and in development of learning goals.
- e. **School:** Teachers, individually or collegially, review the distribution of lesson designs being employed and reflect on alignment of student learning experiences with CCSS and NGSSS standards being targeted, two or three times a month,

Associated Practice	Primary Responsibility
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1.3 Alignment and Relationships	Practices implemented, individually and collectively, by all educators involved in or supporting instruction at both school and district level
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Implementation Schedule: Initiated January, 2013 and a recurring annual process thereafter

- a. **District and School:** Principal and teachers initiate conversations to explore levels of understanding on how expectations for performance align to the various initiatives and priority programs
- b. **District and School:** Leaders align professional learning opportunities to the competencies measured by Sarasota County’s performance portion of the Teacher Evaluation System (PRIDE), are ensure they are research-based and designed to support teachers in implementing Common Core State Standards
 - For example,
 - CPALMS training aligns to PRIDE Competencies 2.1 and 2.2
 - Academic Vocabulary training aligns to PRIDE Competencies 1.6, 2.5, 3.1, and 3.5
- c. **District:** Leaders communicate alignment and relationships among and between various professional learning experiences and instructional initiatives to participants via informational flyers, training outcomes, and training evaluations.

2. The Priority Shifts in Professional Development

This policy illustrates a path to focusing the initial stages of implementing a redeveloped system on building an improved foundation for high quality professional learning. That path supports practices aligned with the changing expectations for student achievement, instructional and leadership practices, and professional learning processes.

The professional development system is a complex set of behaviors that support both individual growth and success on major district and school improvement initiatives. Paradigm shifts on expectations for student achievement, instructional and leadership practices, and professional learning require recurring reflection and adjusting. Rising expectations for professional learning require that priorities be established for redevelopment of the system and its capacities.

Foundations for high quality professional learning

Designing and implementing organizational changes are priority responsibilities of district and school leaders for managing a transition from the prior professional development system to a professional development system with improved impact. These organization changes should result in:

- A substantially expanded school-based focus on faculty and leadership development.
- Transition from an emphasis on professional development deliverables focused on “trainings” limited to imparting information to a focus on collegial school-based “development” processes that support implementation of productive changes in practices.
- Developing supportive professional learning cultures in every school.
- Focusing professional learning on deep understanding of state standards.

- Master Inservice Plan components focused on highly effective performance levels that support the work of collegial learning teams and the deliberate practice growth actions of individual educators and leaders.

Redevelopment and periodic review of the professional development system begins with the foundations that support workforce understanding of the system.

District and school administrators engage the workforce in the identification and resolution of barriers to implementing these priority shifts in the foundations of the professional development system. They also adapt and adjust as needed to enable the workforce to implement new ways of accomplishing continuous professional learning and the other responsibilities now associated with professional development. The practices that enable implementation of this policy include:

2.1 School-based Focus

School and district leaders who are engaged in selection, design, and/or delivery of the deliverables of the professional development system shift the priority focus of their work from providing “exposure to information” to “actual implementation of learning” at the school site.

This is a shift in the distribution of time and resources. “Knowledge transmission events” held off school sites must be balanced or merged with increased support for efforts to implement professional learning at the school site. This will include design and delivery of arrays of school-based collegial processes and practices that facilitate implementation of targeted learning at the classroom or school site. The impact of professional learning in the classroom is the most important segment of the process.

2.2 Emphasis on Development

District resource supports for professional learning deliverables shift from “training” events focused on knowledge transmission to “development” processes focused on facilitating actual changes in instructional practices in classrooms and schools. Supporting efforts to implement improvements are an essential element in effective professional learning.

2.3 Standards-based Focus

The majority of professional development supported by district resources and implemented at school sites is aligned to standards and state and district initiatives leading to “college and career ready” students. Aligning the professional learning to the student learning it supports, as discussed in Policy 1.3, makes a difference.

2.4 Professional Learning Cultures

School administrators support the professional learning cultures at each school by employing faculty and leadership development practices to build and sustain the implementation of deliberate practice.

2.5 Master Inservice Plan Priorities

Master Inservice Plan components are provided that support the work of professional learning communities, such as lesson study and other professional study groups, and the deliberate

practice growth actions of individual educators and leaders that result in highly effective performance levels.

Policy 2: The Priority Shifts in Professional Development	
Associated Practice	Primary Responsibility
2.1 School-based Focus	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<ul style="list-style-type: none"> a. District: Staff provide ongoing professional learning at monthly school leaders’ meetings to review and support the expanded role of principals and assistant principals in the professional development process. School leaders participate in and provide professional learning on a continual basis. b. District: Leaders provide communications to school-based personnel on district-supported professional learning to emphasize the shift in focus to implementation of learning. c. School: School leaders develop leadership teams to improve the quality of educator engagement in professional learning, particularly collegial team learning processes at the school sites, and to monitor the implementation and impact of professional development making needed adjustments. d. School: Professional Learning Communities (PLCs) and Collaborative Planning Teams (CPTs) meet weekly to collaboratively analyze student formative and summative assessment and other data, unpack standards, and design differentiated lessons and units which differentiate instruction and help high-needs students. 	
Associated Practice	Primary Responsibility
2.2 Emphasis on Development	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated January 2013 and a recurring annual process thereafter	
<ul style="list-style-type: none"> a. District: Instructional Specialists and Directors from all district departments participate in multiple professional learning opportunities focused on the shifts in professional development. This PD for PDers includes topics such as using district data to determine need, aligning professional development to teacher evaluation competencies, designing professional development with the end in mind, and evaluation of professional learning focused on transfer of knowledge and skills. These “work sessions” are designed to promote active learning as specialists plan their PD offerings according to the new priority shifts. b. District and School: District specialists provide professional learning opportunities at individual school sites to facilitate the implementation of new skills and knowledge. For 	

example, the district math specialist spends a day at an elementary school rotating through CPTs in order to help teachers plan curriculum based on Common Core State Standards.

- c. **District and School:** PD Director, with district and school leaders, determines funds to be allocated from the Title II, Part A grant for school level professional development which focuses on collegial school-based “development” processes that support implementation of productive changes in practices.

Associated Practice	Primary Responsibility
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2.3 Standards-based Focus

Practices implemented, individually and collectively, by all educators involved in or supporting instruction

Implementation Schedule: Initiated January 2013 and a recurring annual process thereafter

- a. **District:** Professional Development Monitoring Team identifies all district provided or required events, processes and activities scheduled for the school year and determines how each is intended to support college and career ready outcomes (how aligned to standards, initiatives, etc.).
- b. **District:** District staff plan and offer various training opportunities including summer institutes focusing on the Common Core State Standards.
- c. **District:** PD Director reviews existing training calendar, generates Master In-Service Plan (MIP), and designs and implements a process to inform trainers/facilitators/ developers about their alignment with college and career ready standards, initiatives, and supports.
- d. **School:** Principal identifies all school level meetings and processes intended to serve a professional learning function, and develops a process to share the connection to relevant standards/initiatives with participants.

Associated Practice	Primary Responsibility
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2.4 Professional Learning Cultures

Practices implemented, individually and collectively, by all educators involved in or supporting instruction at each school

Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter

- a. **School:** School leaders structure procedures so educators have opportunities to investigate, explore and take risks in developing new ideas, insights, and deepening the proficiency of quality practices that impact student learning.
- b. **School:** Educators commit to their own professional growth and development and work collegially with other educators on growth targets identified through collaborative processes of needs assessment.
- c. **School:** School leaders support individual and collegial processes focused on development of knowledge and practice and maximize opportunities for learning.
- d. **School:** Grade level and department teams maximize the use of non-teaching time for professional learning by using meeting protocols that minimize distractions and digressions, and devoting the majority of meeting time to targeted professional learning issues.

<ul style="list-style-type: none"> e. School: School leaders and teachers develop and communicate a deep and ongoing awareness of the high-effect practices and processes of teaching and learning that are embedded in the FEAPs and FPLS. f. School: School leaders ensure recurring opportunities for educators to discuss and understand the alignment between job responsibilities they are expected to perform and the goal of college and career ready students. g. School: School leaders support ongoing processes for professional learning, including reflection, dialogue with others, and active leader participation in the teacher professional development processes h. District: Staff provide professional learning experiences in facilitating collaborative planning sessions, Lesson Study, and accessing and using data to inform planning and instruction to principals, assistant principals, and teacher-leaders. 	
Associated Practice	Primary Responsibility
2.5 Master Inservice Plan Priorities	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<ul style="list-style-type: none"> a. District: Professional Development Monitoring Team monitors the progress and implementation of collegial learning processes at school sites (e.g., PLCs, CPTs, Lesson Study Teams) and provides appropriate MIP components to support growth in collegial team learning proficiencies at the school site. b. District: Staff provide appropriate MIP components to support individual educators whose pursuit of deliberate practice and personal mastery of FEAPs and FPLS practices result in highly effective performance. 	

3. The Purposes of the Professional Development System

This policy illustrates a way to articulate the purposes of the system. Purposes guide decisions and actions on organizational changes, resources allocations, and alignments of learning with priorities at all levels of the workforce.

Given that there will always be competing demands for professional learning resources and time, a quality system requires clear understanding of priority purposes for professional learning. Aligning actions to priority purposes maximizes the impact of available time, resources, and effort.

The overall purpose of the statewide system of professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce. The district system addresses this statewide purpose by focusing on:

- Fidelity of implementation on targeted professional learning and
- Actual improvements in workforce proficiency leading to improved student achievement.

Priority purposes for the district’s professional development system are established to guide decisions and actions at all levels of the district’s workforce toward fidelity of implementation and actual improvements. The specific capacities, deliverables and evaluation practices of the professional development system that are supported with district and school resources are aligned with one or more of these purposes of the district’s professional development system:

- Enabling the workforce to function as a learning organization with support of a professional learning culture in each school;
- Increasing student achievement and college and career readiness through development and maintenance of educator proficiency in sound research-based classroom instructional strategies and school leadership strategies that promote rigor and relevance through standards-based instruction;
- Supporting “deliberate practice” as a primary process for developing workforce expertise and recruiting and retaining highly effective educators and leaders; and
- Fidelity of implementation of statutes, State Board of Education (SBE) rules, and district and state initiatives related to student learning growth, educator proficiency, and professional learning. The practices that enable implementation of this policy include:

3.1 Professional Responsibility - Understanding Purposes of Professional Development

School and district leaders engage the workforce in constructive conversations about purposes for professional learning. These conversations employ the terms, concepts, contemporary research and standards related to the purposes of the professional development system.

3.2 Learning Organizations

Learning organization are those that demonstrate a set of behaviors that promote success at complex problem solving. High quality school and district operations implement practices that are designed to support the schools in functioning as learning organizations. In the education setting, creating and sustaining a learning organization requires emergence and development of professional learning cultures in each school. A learning organization emerges as a result of the workforce learning to implement the behaviors of a learning organization. College and career ready students result from focusing the essential elements of a learning organization on continuous improvement of workforce proficiencies that impact student achievement.

3.3 Allocating Responsibilities

In addition to constructive conversations in 3.1, school and district leaders engage the workforce in implementing the purposes of the professional development system through distribution of collegial, collaborative, and coordinated responsibilities across all levels of the workforce. The district and schools are purposefully organized to distribute professional development functions and responsibilities broadly across the workforce. An effective mix of “knowledge transmission” events with facilitated school-based implementation processes improves impact. Assigning

faculty with responsibilities for monitoring implementation of learning is part of how a school leader engages in faculty development.

3.4 Actual Improvement Related to Purposes

The professional development system must respond to rising expectations for student and educator performances. That response must be continuous improvement in professional learning that results in actual improvements in instructional and/or leadership performance. Participants' learning must lead to implementation on the job. School and district leaders sustain or expand supports for professional learning that result in actual improvement tied to the established system purposes. Where the purposes of professional learning are not being achieved, the system must provide for discontinuing or modifying supports that do not have an acceptable impact or for which the design or implementation does not enable assessing impact.

Policy 3: The Purposes of the Professional Development System	
Associated Practice	Primary Responsibility
3.1 Professional Responsibility–Understanding Purposes of Professional Development	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<ul style="list-style-type: none"> a. District: Staff provides recurring opportunities for school leaders to engage in constructive conversations on the Protocol Standards, Florida Common Language, FEAPs, and FPLS at monthly school leaders' meetings. b. District: Staff offers opportunities for district trainers to engage in constructive conversations on the Protocol Standards, Florida Common Language, FEAPs, and FPLS at recurring professional development sessions. c. School: Leaders provide recurring opportunities for constructive conversations between principals and their leadership teams, among educators in teams, departments and/or collegial learning groups (e.g. lesson studies, book studies, PLCs) on the Protocols, Florida Common Language, FEAPs, and FPLS at monthly faculty meetings, school-based professional development, during weekly CPTs, etc. d. School: Principals and assistant principals provide opportunities for their faculties to discuss core beliefs and explore the alignment with prior experiences, review evidence related to the reality of these beliefs, and where appropriate, plan and implement action research to test the trueness of these beliefs at the work site. e. School: Leaders involve educators in planning priority professional learning experiences based on school improvement data and teacher evaluation results. f. School: Educators determine IPDP goals and activities based on school data, current student data, and teacher evaluation results. 	
Associated Practice	Primary Responsibility

3.2 Learning Organizations	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<ul style="list-style-type: none"> a. District: Leaders provide ongoing opportunities for all educators to engage in discussions, reflections, and constructive conversations that reveal the alignment of required work need for college and career ready students. b. District: District staff provides PD resources, such as free online video links aligned to teacher evaluation competencies, to support individual educators and school leaders to deepen mastery of job responsibilities. c. District: District staff provides PD resources, such as free online video links aligned to teacher evaluation competencies, to administrators and other school leaders on methods of observation, feedback and coaching which result in improved instructional and assessment practices. d. School: Educators access the free online videos as a way to enhance personal mastery of a repertoire of skills and knowledge that enable them to be successful at their work. e. School: Collaborative Planning Teams (CPT) implement standards and practices with fidelity as a result of regular and ongoing collegial work, including lesson study. f. School: Educators plan collaboratively for higher and more rigorous levels of student work on targeted CCSS and NGSSS standards using research-based practices. 	
Associated Practice	Primary Responsibility
3.3 Allocating Responsibilities	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<ul style="list-style-type: none"> a. District and School: Leaders allocate resources (fiscal, human, time) to implement the purposes of the professional development system. b. District and School: Leaders utilize the expertise of individual principals, assistant principals, and teacher leaders to provide coaching and mentoring to other individuals and teams. c. District and School: District leaders offer an effective blend of “knowledge transmission” events with facilitated school-based implementation Professional learning opportunities aligned to district needs. d. Schools: School leaders utilize creative scheduling to create more and varied opportunities for collegial practices. 	
Associated Practice	Primary Responsibility
3.4 Actual Improvement Related to Purposes	Practices implemented, individually and collectively, by all educators involved in or supporting instruction

Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter

- a. **District:** Leaders utilize a process to review professional development offerings and discontinue or modify processes and events that do not result in improvements in practices, until intended results are obtained.
- b. **District and School:** School and district leaders sustain or expand supports that result in improvement in:
 - o educator proficiency in practices related to the system’s purposes;
 - o actual school performance; and/or
 - o fidelity of initiative implementation and impact on student learning
- c. **School:** Educators learn the state-adopted course requirements in terms of student learning and evidence of sustained rigorous effort to focus instruction and track student progress on course requirements (as provided in CPALMS).
- d. **School:** Educators improve proficiency in designing learning experiences for students so that the majority of instructional time goes beyond interacting with new knowledge and instead engages students in practicing and deepening knowledge, plus generating and testing hypotheses related to course requirements.
- e. **School:** Educators transform existing classrooms and/or schools to achieve the core academic standards by effective use of contemporary research on high effect size teacher and leadership practices.
- f. **School:** School leaders and educators implement a Multi-Tiered System of Supports (MTSS) that promotes personalizing instruction to meet the unique learning needs of each student, especially for high-needs students.
- g. **School:** School leaders offer ways to improve capacity to use work time to study, plan, collaborate, and/or problem solve with colleagues;
- h. **School:** School leaders establish a long-term commitment to intensive professional learning for defined groups of educators (e.g., teams, departments, PLCs, lesson studies)

4. The Capacities Employed in the Professional Development System

This policy illustrates an approach to defining the nature, management, and development of the capacities required to accomplish the purposes of the system. The intent is to deepen understanding of the concept of “capacity.” Capacity is more than funding and time.

The primary capacities applied to implement the professional development system are:

- Knowledge, skills, and expertise of the district’s human resources;
- Effort expended by individuals, collegial teams, and school and district leaders on:
 - o Personal mastery of essential instructional and leadership practices;
 - o Examining paradigm shifts and mental models that support understanding a shared vision of one educational system supporting all students;
 - o Workforce relationships that coordinate learning experiences of the PreK-12 students; and

- Understanding systemic connections of initiatives and standards.
- Leadership’s decision-making on:
 - Resources available for professional development (e.g., fiscal, technical, material);
 - Uses of time, ideas, organizational structures and collegial processes that support a learning organization and school-based learning cultures; and
 - Relationships for collaboration with others in the statewide system of professional development.

These “capacities” of expertise, effort, and decision-making are employed through implementing the professional responsibilities for continuous improvement embedded in the Florida Educator Accomplished Practices (FEAPs), the Florida Principal Leadership Standards (FPLS), the Florida Professional Development System Evaluation Protocol Standards, and the Code of Ethics of the Education Profession in Florida.

Applying these capacities to generate high quality professional learning is supported through deliberate practice guided by feedback on relevant practices embedded in the district’s personnel evaluation system and data-based needs assessments. The practices that enable implementation of this policy include:

4.1 Capacity Management

Capacities that enable implementation of the professional development system are embedded in:

- the behaviors of professional educators (expertise and effort), and
- the decision making of school and district leaders on uses of fiscal, technical, and material resources.

Effective management of the available human and other resource capacities by school and district leaders requires:

- distribution of responsibility;
- alignment of professional learning with district priorities;
- strategic decisions that maximize the impact of time and resources;
- supporting engagement with professional learning content and methods; and
- responding to results data about the impact of the professional development system with course corrections and continuous improvements.

4.2 Focusing Capacities on Priority Targets

Capacities are not unlimited. Prioritization is necessary to focus the application of existing capacities and development of new capacities. To support the purposes of professional development, the following are priorities for application of district capacities for professional development:

- Focusing professional learning on instructional improvement and student progress and mastery of the CCSS and NGSSS;

- Aligning the professional development system to the Florida Professional Development System Evaluation Protocol;
- Analyzing needs assessment data;
- Supporting school-based professional development;
- Supporting a professional learning culture at each school;
- Monitoring and mitigating barriers to improvement; and
- Quality use of capacities through performance appraisal system indicators.

4.3 Restructuring and Reorganizing for Capacity Development

Development of new capacities shall be a focused strategic planning and problem-solving process. The process will improve capacities for accomplishing the purposes of the district’s professional development system. Restructuring the use of existing resources and workforce work routines is an essential part of an ongoing capacity development focus.

Policy 4: The Capacities employed in the Professional Development System	
Associated Practice	Primary Responsibility
4.1 Capacity Management	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District and School: Leaders follow problem-solving and decision-making processes that support identification and reduction of barriers impacting the focus, structure, and/or content quality and delivery methods for professional learning.</p> <p>b. District and School: Leaders align the intended professional development outcomes with priorities for educator performance, student curriculum standards, and state and district initiatives.</p> <p>c. District and School: Leaders integrate contemporary research and effective models of professional learning in faculty and leadership development at the individual, school, and district level to achieve the intended outcomes of professional learning events and processes.</p> <p>d. District and School: Leaders prioritize, monitor, and coordinate resources for educator learning based on needs assessment processes aligned to district expectations for student learning, instructional and leadership practices.</p> <p>e. District and School: Leaders support collegial and team learning processes such as lesson studies, professional learning communities (PLCs), beginning teacher supports and clinical education training.</p> <p>f. District: District leaders and specialists offer digital and online resources aligned to state standards (Common Core, NGSSS, FEAPs, FPLS), state initiatives and district priorities.</p> <p>g. School: Principals and assistant principals become instructional leaders and focus on faculty and leadership development at the school site with faculty, team, and department</p>	

meetings giving priority attention to collegial professional learning content and processes.	
<p>h. School: Mentor teacher-leaders, school administrators, and consultants provide face-to-face active learning experiences and facilitation for on-line learning content.</p>	
Associated Practice	Primary Responsibility
4.2 Focusing Capacitates on Priority Targets	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District and School: Educators provide professional development experiences focused on implementation of CCSS, instructional strategies appropriate to differentiating instruction, use of formative assessment to monitor student progress, and/or on the principles of Lesson Study.</p> <p>b. School: Educators make effective use of common planning time to focus on teaching and learning improvements and to determine instructional practices that target high-needs students;</p> <p>c. District: Leaders and specialists offer teachers, principals, and administrators professional development on how to access local instructional improvement and state level data systems for the purpose of improving instruction.</p> <p>d. School: School leaders and teachers use student learning data to formulate targets for improvement in their IPDPs and ILDPs (Deliberate Practice portion of the FSLA).</p> <p>e. District and School: Principals and district staff initiate effective beginning teacher support programs at the beginning of each school year which are based on evaluation data of student learning and teacher performance. New teachers will be mentored during the year.</p> <p>f. District: Leaders offer monthly training for administrators and other school leaders on methods of classroom observation, feedback and coaching for improvement, and using Lesson Study and related protocols to focus and support teacher work on improving instructional and assessment practices.</p> <p>g. District: PD Director and other professional development staff ensure the alignment of the professional development system to the Florida Professional Development System Evaluation Protocol Standards.</p> <p>h. School: Principals and Assistant Principals support and provide school-based professional development for the purpose of improving instruction and increasing student achievement.</p>	
Associated Practice	Primary Responsibility
4.3 Restructuring and Reorganizing for Capacity Development	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	

- a. **District:** Leaders maximize the use of existing workday time of specialists to focus on professional learning and collegial processes that promote improvement.
- b. **District:** Leaders provide technology infrastructure, programs, training, and resources to increase accessibility, efficiency, and adaptability of professional learning and collegial collaboration.
- c. **District:** Administrators solicit the expertise of educators within the school system so that master teachers and principals provide mentoring, coaching, and facilitated learning to individuals, teams, and school faculty at district workshops, summer institutes, online courses, etc.
- d. **District:** Administrators participate in statewide resources sharing processes available through department of education supported websites, technical assistance modules (McREL) and other collaborative sharing sessions.

5. The Deliverables of the Professional Development System

“Deliverables” are what actually happens. This policy illustrates a way to shift the focus, design, and implementation of the deliverables of the professional development system to align with the priority purposes of the system. Managing the quality of deliverables requires that they be observable, subject to quality control, and priority subjects for system monitoring and evaluation.

Professional development deliverables supported by school and district resources shall be aligned with the priority purposes of the professional development system. They shall be observable, subject to quality control, and priority subjects for monitoring and evaluation.

- To support a professional learning culture conducive to educator growth, effective implementation of deliverables shall address these aligned functions:
 - A planning process that employs research-based models for professional learning;
 - Delivery that includes characteristics of high-quality professional learning;
 - Follow-up that facilitates effective implementation of the targeted learning; and
 - Monitoring and evaluation related to fidelity of implementation and impact.
- Deliverables of the professional development system include:
 - Development activities, including individual and collegial learning processes,
 - Training activities, including events, workshops, courses, conferences, modules, and plans;
 - Digital or print resources, such as data, analyses, curriculum and other content-based resources, instructional strategy resources;
 - Collaborations and coordinated programs with multiple elements; and
 - Organizational structures that facilitate learning through development and/or training.

The deliverables of the professional development system are funded through a variety of sources. Some deliverables are funded directly as professional development expenditures. Other deliverables are funded through other fiscal resources and/or embedded in workday routines of the professional educators. Analyses of sufficiency and alignment of deliverables in supporting

the purposes of the professional development system applies to all deliverables regardless of funding sources.

Deliverables shall result from focusing capacities (expertise, effort, decision-making on resources) on the purposes of the professional development system. Deliverables supported with district and school resources may include, for example, those that are:

- Designed and implemented to develop district educators' knowledge, practices, attitudes, skills, and/or aspirations;
- Revealed by contemporary research as likely to improve student achievement when done correctly and in appropriate circumstances;
- Deliberately planned with coherent and coordinated in-depth actions and supports;
- Successful at deepening workforce proficiency at implementing job responsibilities; and
- Necessary to support implementation of standards.

5.1 Improvement Planning

The development and use of individual and school improvement plans, whether required or optional, are based on needs assessments. Such assessments consider student learning needs and the growth needs of educators and leaders that improve their capacities to meet student learning needs.

5.2 Building a Professional Learning Culture

The deliverables of the professional development system are used to support building and sustaining a professional learning culture at the school sites. A professional learning culture encourages rigorous and collegial learning effort, risk-taking in pursuit of student achievement and professional growth. As referenced in Practice 3.2, implementing learning cultures in schools is a key element of the district becoming a learning organization.

Such cultures allow exploration of mental models and foster acceptance of attitudes that support a learning culture (e.g., focusing on what is best for students, growth-oriented mindset, high expectations – “all means all,” deliberate practice, learned optimism).¹

5.3 Aligning Deliverables with Policies and Purposes

Employees of the district, consultants, and contractors participating in design, implementation, or evaluation of deliverables of the professional development system shall implement their responsibilities in a manner consistent with the district's professional development policies and the purposes of professional development.

5.4 Key Personnel in Professional Development: Distributive Leadership

A comprehensive and collaborative professional development system requires active engagement at many levels and forms of leadership. Distributive leadership involves both distribution of leadership responsibilities but also routines for leaders at all levels to communicate with each other on a regular basis. Key personnel in the ongoing implementation of policies and associated practices of the professional development system are:

- District leaders responsible for operations supporting college and career ready student outcomes
- District professional development Staff
- Principals and school leadership teams, including teacher leaders
- Collegial team learning leaders
- Facilitators and developers
- Trainers and presenters

5.5 Research-based Professional Development Models

Deliverables intended to go beyond a training function and support actual development of participants on issues related to standards (e.g., CCSS, Protocols, FEAPs or FPLS) or initiatives (e.g., lesson study; Just Read, Florida; multi-tiered system of supports; performance appraisal rubrics) shall be implemented using a research-based model for professional development and incorporate characteristics revealed by contemporary research as high quality professional development.

5.6 Priority Areas for Professional Learning Deliverables

Professional learning deliverables shall be provided that support standards-based instruction and fidelity of implementation of initiatives, standards, and processes that support quality instruction and leadership. Those individuals with responsibilities for design and/or delivery of such deliverables shall include components that support subject matter expertise and methodology expertise. Such deliverables will support participant's fidelity of implementation on:

- Research-based practices related to student learning growth and mastery of CCSS and NGSSS.
- Collegial and team learning processes.
- Needs-based deliberate practice.

5.7 Leadership Development

As the role of the school leader (the principal in particular) is a major element in the quality of educational services provided by the district, the professional development system shall provide on-going support to leadership development with an emphasis on proficiencies that support instructional leadership and faculty development.

5.8 Educator Preparation Programs

The district shall provide supports for beginning and aspiring teachers (interns) consistent with state requirements and provide:

- Beginning teacher supports for the first two years of teaching consistent with Florida Department of Education standards, including the use of course descriptions, lesson designs and student data for a multi-tiered system of supports (MTSS), understanding the evaluation system, mentoring and observation of effective teachers, and feedback on use of the FEAPs;
- Clinical educator training (CET) aligned to the state CET model for educators who provide support to student interns and beginning-level teachers; and

- District certification programs and Professional Education Competence (PEC) components to support progress toward a professional certificate.

5.9 Data Deliverables

Data and uses of data are deliverables of the professional development system. Data analyses shall be used to track student progress, identify student learning needs, guide lesson design, planning and adjustment, and generate professional learning growth feedback and targets. Collecting and analyzing data are recurring topics for training and development.

5.10 Online and Digital Professional Learning Resources

As the teachers, schools and district leaders need to be proficient in the use of digital and technology resources that support learning, the professional development system supports the use of digital and technology resources. This includes participation in state and regional initiatives for Florida educators and school districts to share professional learning resources through online repositories of professional learning content.

5.11 Compliance with Statutes and Rules

Professional development system deliverables, and other school and district actions as needed, are provided to comply with requirements of statutes, State Board of Education rules, and applicable grant requirements. In addition, the district recognizes the advantages of implementing the regulations to the betterment of the system.

Practices that support workforce understanding of what is expected are an essential element in a professional learning system. State and district communication processes that impart needed information to selected district and school leaders are only part of the process. Practices are also needed to ensure that this information is provided in a timely and comprehensive form to the necessary individuals within the district.

5.12 Deliverables Aligned with Needs Assessments

The majority of the district's professional development expenditures for deliverables focus on deliverables that address issues related to areas where needs assessments reveal gaps in addressing priority purposes of the system. The district's supported needs assessment processes will focus on issues that align with student and educator learning needs and fidelity of implementation of state and district initiatives promoting college and career ready students.²

5.13 Coordinated Arrays of Professional Development Supports

Instructional and leadership improvement initiatives of the district are supported by a coordinated array or cluster of deliverables focused on support for fidelity of implementation of the specific initiative.³ Coordination is based on alignment activities as described in Section 1, as well as practical considerations (i.e., who needs the assistance and where are they located?) determined through the needs assessments.

5.14 Deliverables Aligning Personnel Evaluation and Professional Development

Personnel evaluation and professional development are coordinated systems. The professional development system shall be employed to:

- Train evaluators in the use of the evaluation systems;
- Support deliberate practice improvement in proficiencies aligned to evaluation indicators;
- Provide temporary intervention for education professionals who need improvements in knowledge, skills, and performance; and
- Provide specific assistance programs to support teachers, managers, and administrative personnel evaluated as unsatisfactory.

5.15 “Coaching for Improvement” Support System

Goals for continuous improvement of student success are supported by a coaching for improvement program for instructional coaches and school administrators that incorporates development processes for coaching subject matter content, methodology, collegial learning, and instructional planning and preparation.⁴

5.16 Training and Development of Non-instructional Personnel

Training and development of non-instructional personnel focuses on understanding of and proficiency at quality implementation of job responsibilities, acquisition of industry certifications that align with district needs, and preparation that supports a quality learning environment for students.

Policy 5: The Deliverables of the Professional Development System	
Associated Practice	Primary Responsibility
5.1 Improvement Planning	Practices implemented, individually and collectively, by all educators involved in or supporting instruction at each school
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. School: Leaders develop School improvement Plans collaboratively, based on a needs assessment which considers student achievement needs as well as educators’ and leaders’ growth needs.</p> <p>b. School: Leaders develop individual improvement plans (Deliberate Practice portion of FSLA) which include needs based professional learning targets and an evaluation component that determines the effectiveness of the professional development.</p> <p>c. School: Educators write Individual Professional Development Plans (IPDP) which address specific measurable improvements expected in student performance as a result of the targeted professional learning, and include at least one growth target related to specific performance data for the teacher’s assigned students.</p>	
Associated Practice	Primary Responsibility

5.2 Building a Professional Learning Culture	Practices implemented, individually and collectively, by all educators involved in or supporting instruction at each school
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. School: Principals and assistant principals model a growth mindset by participating in professional learning and support the use of data and improvement planning processes to identify professional learning needs.</p> <p>b. School: Principals and assistant principals provide opportunities for individual reflection and collegial dialogue.</p> <p>c. School: Principals and assistant principals use the district’s online tool, <i>Indicators for Success</i>, (available through the LIIS) to collect observation data and provide timely, specific, and actionable feedback and coaching for improving instructional and assessment practices early in the year and during the year.</p> <p>d. School: Educators participate in risk-taking in pursuit of student achievement and professional growth individually and with colleagues.</p>	
Associated Practice	Primary Responsibility
5.3 Aligning Deliverables with Policies and Purposes	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District: Specialists align training to Florida’s Professional Development Protocol Standards.</p> <p>b. District: Leadership staff meet weekly guided by the purposes of professional development system in calculating progress, making judgments on outcomes, and assessing trends to:</p> <ul style="list-style-type: none"> • evaluate the actual results obtained from monthly school leader meetings, • ensure all practices are guided by the purposes of the professional development system, • review and plan monthly professional learning experiences for school leaders <p>c. School: Principals and Assistant Principals implement their responsibilities in a manner consistent with the district’s professional development policies and the purposes of professional development.</p> <p>d. School: Staff Development Contacts at each school implement their responsibilities in a manner consistent with the district’s professional development policies and the purposes of professional development.</p>	
Associated Practice	Primary Responsibility
5.4 Key Personnel in Professional Development: Distributive Leadership	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	

- a. **District:** Staff designs and implements professional learning for school leaders on a monthly basis in support of professional development purposes including implementation of CCSS, faculty development, and research-based instructional strategies.
- b. **District:** Staff provides professional development on fidelity of implementation of the collegial processes for educators leading and supporting Lesson Study and Collaborative Planning Teams (CPTs).
- c. **School:** Principals select teacher leaders to facilitate effective CPT meetings focusing on teaching and learning improvements.

Associated Practice	Primary Responsibility
5.5 Research-based Professional Development Models	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District and School: All who deliver professional learning incorporate as many of the following characteristics into professional development programs, events, and processes as possible:</p> <ul style="list-style-type: none"> • Focused on content; • Designed to develop knowledge and skill related to the participants job(s); • Aligned with standards, curriculum, and assessments; • Involving active learning by participants; • Applicable to the context of the practice of the participants; • Participatory and collaborative; • Occur over a sustained period of time; and • Require participants to take responsibility for their personal professional development. 	
Associated Practice	Primary Responsibility
5.6 Priority Areas for Professional Learning Deliverables	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	

- a. District and School:** All who deliver professional learning support the following standards and/or initiatives:
- CCSS and NGSSS;
 - Florida’s Professional Development Protocol Standards;
 - FEAPs/Teacher Evaluation;
 - FPLS/FSLA;
 - Collegial and team learning processes (e.g. Lesson Study); and
 - Instructional practices that target high needs students (e.g., MTSS, Differentiated Instruction)
- b. School:** School leaders determine needs based Deliberate Practice target(s) fostering continuous growth in expertise.

Associated Practice	Primary Responsibility
5.7 Leadership Development	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District: Principals and Assistant Principals participate in monthly professional learning meetings addressing the roles of school leaders in instructional leadership, faculty development, and leadership development in order to achieve the goals set forth in the FPLS, CCSS and the NGSSS.</p> <p>b. District: School and District Administrators participate in the district’s annual Summer Leadership Institute.</p> <p>c. District: Aspiring principals participate in the district’s <i>Preparing New Principal</i> program with the goal of School Principal certification.</p> <p>d. District: Teacher leaders apply and participate, if selected, in the district’s two – year <i>Leadership Academy</i> program.</p> <p>e. School: Principals provide training, mentoring, and coaching for teacher leaders as well as afford opportunities for teacher leaders to present professional development to school staff.</p>	
Associated Practice	Primary Responsibility
5.8 Educator Preparation Programs	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	

- a. **District:** Staff provides annual induction seminar for new teachers prior to the start of school.
- b. **District:** Staff implements a beginning teacher support program (SCIP) for new teachers that integrates data from multiple evaluations, includes coaching/mentoring, and assistance on using student data to improve instruction, builds in time for observation of effective teachers and includes collaboration with colleges.
- c. **District:** Staff provides SCIP Training to those who mentor new teachers during their first year.
- d. **District:** Staff coordinates and place educator interns from various universities.
- e. **District:** Staff provides access to Clinical Educator Training (CET) to those who supervise or direct teacher preparation students during field experience courses or final internships.
- f. **District:** Staff provides Professional Development Certification Program (PDCP) for those teachers hired without a professional educator certificate.
- g. **School:** Principals recommend and support teachers as SCIP Mentors and/or supervisors for interns, or for the Professional Development Certification Program.

Associated Practice	Primary Responsibility
5.9 Data Deliverables	Practices implemented, individually and collectively, by all educators involved in or supporting instruction

Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter

- a. **District:** Staff provides comprehensive training on how to access data on the LIIS as well as state-level data from FDOE to support teachers and school leaders' proficiency in tracking student progress, analyzing data on student learning, and identifying student needs.
- b. **School:** Leaders and teachers identify appropriate focus areas for professional development for schools, classrooms, and groups of teachers to maximize the investment of time and resources in professional learning and make essential links between student achievement and professional learning offerings using student assessment information.

Associated Practice	Primary Responsibility
5.10 Online and Digital Professional Learning Resources	Practices implemented, individually and collectively, by all educators involved in or supporting instruction

Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter

- a. **District:** Staff provides training in use of digital and technology resources for student and professional learning.
- b. **District and School:** All instructional and administrative personnel accesses district and state provided websites focused on professional learning.
- c. **District and School:** All school-based educators and school administrators receive training on the use of CPALMS website found via the Single Sign On (<https://portal.fldoesso.org/PORTAL/Sign-on/SSO-Home.aspx/>) to stay current on course descriptions identifying standards aligned with each student course, professional learning supports for standards-based instruction, and tools on the site for sharing and improving instructional content, lesson planning, and curriculum mapping.
- d. **District and School:** All school-based educators and school administrators receive training on use of Florida School Leaders website found via the Single Sign On site (<https://portal.fldoesso.org/PORTAL/Sign-on/SSO-Home.aspx/>) to access online learning resources for instructional and administrative personnel providing leadership in school improvement, educator professional growth, supports for collegial sharing, and peer mentoring on school improvement and educator development.
- e. **District and School:** Leaders and teachers access student data, personnel evaluation data, and instructional resources on the LIIS.
- f. **District and School:** All staff utilize the district’s online PD management system to learn of PD offerings, register for courses, and obtain personal inservice reports.

Associated Practice	Primary Responsibility
5.11 Compliance with Statues and Rules	Practices implemented, individually and collectively, by all educators involved in or supporting instruction
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<ul style="list-style-type: none"> a. District and School: Staff provides training for each school’s Staff Development Contact to ensure school professional learning events comply with state and district expectations (e.g. Florida Professional Development Protocol Standards and MIP). b. District and School: Staff offers ongoing professional development to teachers and school leaders on FEAPs and FPLS. 	
Associated Practice	Primary Responsibility
5.12 Deliverables Aligned with Needs Assessments	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	

- a. **District:** Staff uses needs assessment results to identify professional learning needs at the educator, school, and district level on issues most closely associated with improvements in student learning. This shall include identification of professional learning needs related to standards-based instruction and fidelity of implementation of initiatives, standards, and processes that make the most difference for student learning.
- b. **District:** The superintendent assigns responsibilities to appropriate district and school level staff to plan and implement needs assessment processes consistent with district policy.
- c. **District:** Instructional and administrative personnel identify individual professional learning goals with primary emphasis on practices that impact student learning needs by analysis of student learning data, feedback from the evaluation system and collegial processes.
- d. **School:** Leaders identify professional learning needs to be addressed in the School Improvement Plan through a classroom-by-classroom analysis of disaggregated student achievement data by content and skill areas, subgroups needing special assistance, and other relevant school data.
- e. **District and School:** Leaders use data from annual performance appraisals of educators to identify professional learning needs for individuals, teams, or whole-school faculty.
- f. **District:** Leaders identify annually district-wide professional learning needs through a school-by-school analysis of disaggregated student achievement by content area and skills, behavioral data, and other district data.

Associated Practice	Primary Responsibility
5.13 Coordinated Arrays of Professional Development Supports	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level

Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter

- a. **District:** Staff identify and communicate a coordinated professional development array to educators addressing the following:
 - Deepening teacher mastery of content of CCSS and NGSSS
 - Evaluation system: Using rubrics and feedback from evaluation processes to guide professional learning
 - Data collection and analysis to assess student needs and track progress on state standards
 - Deliberate Practice (to include Florida Continuous Improvement Model (FCIM), needs assessment competencies and improvement planning, collegial team learning processes
 - Core proficiencies regarding classroom management, parent relations, and school safety
- b. **School:** Leaders monitor the alignment of the focus of CPTs, Lesson Study teams, and faculty meetings with the priority professional learning needs of the faculty.

Associated Practice	Primary Responsibility
5.14 Deliverables Aligning Personnel Evaluation and Professional Development	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District: School leaders receive training and appropriate development on:</p> <ul style="list-style-type: none"> • Research and framework on which the evaluation system is based, • Understanding the use of indicators and rubrics in evaluation system, their alignment to the FEAPs and/or FPLS, and recognizing performance that aligns to the indicators and rubrics, • Processes for providing specific, actionable, and timely feedback, • Conference protocols and forms, including requirements for meetings and maintenance of records, • Processes and procedures for implementing the evaluation system including accessing and using the forms on the LIIS, • Timeframes for procedures and record keeping including components available on the LIIS, • The districts use of student growth measures, the use of student assessment data and how to communicate clearly to teachers the methods used to calculate growth or achievement in the district’s evaluation system, • Sources of information about the evaluation system, including how evaluators and employees can access manuals, forms, and other documents regarding the evaluation process, and procedures for training employees on the evaluation process, • The resources and procedures for employees to access assistance, • Use of rater reliability processes for verifying that evaluators and other raters meet district expectations in observing evidence for indicators and • Using the rubrics to classify proficiency levels. <p>b. District: Staff provides on the LIIS various PD resources aligned with each teacher evaluation competency.</p> <p>c. District: Staff provide assistance plans for teachers rated as Needs Improvement or Unsatisfactory.</p>	
Associated Practice	Primary Responsibility
5.15 “Coaching for Improvement” Support System	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	

<p>a. District: Staff trains and assigns mentors as coaches to new teachers, experienced teachers who have a dramatic change in assignment or level, and to any teacher in need of assistance.</p> <p>b. District: Content area specialists assist individual teachers and grade level teams in mastery of subject matter content, methodology, collegial learning, and instructional planning and preparation.</p>	
Associated Practice	Primary Responsibility
5.16 Training and Development of Non-instructional Personnel	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District: Staff provide a variety of trainings for non-instructional employees including, but not limited to:</p> <ul style="list-style-type: none"> • New Employee Orientation, • ESOL and ESE Para Training, • Medicine Administration and CPR, • Industry Certification, • Training for Transportation, Custodial, Food Service staff, and • Summer Leadership Institute for Non-Instructional Administrators 	

6. The Evaluation Practices of the Professional Development System

This policy illustrates essential shifts in focus and significance of evaluation of the professional development system and identifies priority evaluation practices to be employed.

A priority function of the system is enabling the workforce to support professional learning evaluation practices. Evaluation of professional development and professional learning practices meet the Florida protocol standards and be employed to inform judgments on:

- Continuing, modifying or discontinuing the various deliverables of the professional development system based on evidence of effectiveness.
- Sustaining, realigning or developing capacities supporting implementation of the professional development system;
- Retaining, adjusting or reorganizing school and district operations or practices that impact accomplishing the purposes of the professional development system; or

Monitoring Implementation and Effectiveness: To support reflection and quality judgments at the educator, school and district levels, evaluation practices on these issues are necessary:

- Monitoring fidelity of implementation of the system and deliverables;
- Monitoring progress on the spread or saturation of improvements in practice;
- Collaborative feedback practices at educator, school and district levels that generate feedback to guide ongoing adjustments to the system and its deliverables; and
- Formal evaluation frameworks to measure impact of professional learning on educator practices and student achievement.

Evaluation by Design: The planning and design of the professional development system shall include processes for evaluation of fidelity of implementation of the system deliverables, fidelity of subsequent implementation by educators of the professional learning on the job, and impact on participants' practices and student achievement. Issues to be routinely considered in such planning and design of evaluation processes are practicality, capacity for fidelity and relevance of the evaluation process to the purposes of evaluation of professional development.

Collaborative Feedback: The district shall ensure that the participants in professional learning are a primary source of evaluation data. This will include enabling collaborative feedback and constructive conversations by participants and their workplace supervisors regarding the quality and effectiveness of the professional development system, its deliverables, how participants use the practices that are the focus of professional learning, and how those practices are affecting student learning.

Formal Evaluation Frameworks: The district shall develop and implement research-based frameworks that guide the scope, structure, and focus of evaluation processes implemented at the school and district levels. Evaluation frameworks shall be developed and implemented for:

- Monitoring fidelity, impact, and capacity to make adjustments;
- Evaluation of the professional development system under the Florida Professional Development System Evaluation Protocol Standards; and
- Evaluation of the district's processes for alignment of professional development, personnel evaluation, standards-based instruction, data, and student assessment systems.

The supporting practices address three levels of implementation:

- District monitoring
- Collaborative feedback at the school level
- Formal evaluation frameworks

The practices that enable implementation of this policy include:

6.1 Professional Development Monitoring Team

The district's professional development system is monitored by a Professional Development Monitoring Team appointed by the superintendent. The team is responsible for monitoring the alignment and quality of the professional development system in regard to:

- Alignment of professional development and personnel evaluation systems;

- Alignment of professional development system with priority initiatives and standards;
- Engagement with the statewide system of professional development;
- Annual reports on targeted aspects of the professional development system;
- Adequacy of resource support for the professional development system; and
- Policy review and revision processes.

6.2 Evaluation of the Impact of Professional Development on Performance Improvements

The professional development system shall include the evaluation of the impact of professional learning on:

- Responses to needs assessments and improvement planning;
- Instructional practices and subject matter expertise;
- Leadership practices and collaborative and collegial practices;
- Major district and state initiatives, and decision-making processes; and
- Student learning.

6.3 Distribution of Responsibility for Monitoring and Evaluation of Professional Development

Supports and responsibility for evaluation of professional development are to be distributed throughout the workforce. Distributive leadership, as discussed in Practice 5.4, for evaluation of professional learning involves both distribution of leadership responsibilities at school and district levels, but also requires that routines are established for leaders at all levels to communicate with each other on a regular basis. The collaborative feedback aspects of such evaluations are primarily a school-level function and formal evaluation frameworks are primarily a district function.

6.4 Individual Responsibilities on Alignment and Impact

In accordance with the professional responsibility to understand the purposes of professional development discussed in Practice 3.1, Professional development carries with it an expectation that participants will change their practices in ways that benefit student achievement and support a school culture of professional learning. Participants in professional learning and their supervisors provide feedback and engage in constructive conversations on the alignment and impact of the learning with applicable standards and purposes.

6.5 Collaborative Feedback: Collegial processes that engage the entire workforce

School leaders create opportunities within the schools to engage faculty in constructive conversations about professional development. These conversations and other informal data collection processes are used to provide information on the usefulness, perceived quality and level of impact of professional learning.

6.6 Professional Learning Culture in the Schools

As aspect of the professional learning culture in schools is collaborative feedback. Results monitoring of professional learning in the district provides all participants in professional learning processes and events, and school and district leaders, opportunities for reflection on the impact of professional development. Learning cultures allow sharing perceptions about professional learning supports with colleagues, schools and district leaders. To achieve fidelity of

implementation and desired impacts of professional learning at the school site, how professional learning is perceived, received, and acted upon is important. These factors both influence and are influenced by the professional learning culture in the district and schools.⁵ A learning culture in a school substantially increases the probability of becoming a learning organization that can deliver success for students and educators.

6.7 Acting on Information from Reflection and Collegial Sharing

District and school staff use the monitoring and evaluation information on professional development on a continuous basis to make changes to the design, delivery, support, or implementation of professional development during the course of a school year.

6.8 Vision Checks: Sharing Perceptions about Essential Questions on the Current Reality

Each school principal shall implement processes at the school site that engage faculty, staff and school administrators in collegial discussion of actual and needed practices. Discussions to align the shared vision with actual practice address: needs assessments; feedback on work proficiency; decision making on professional learning; and aligning professional learning and work to the purposes of professional development, the protocols, and fidelity of implementation of initiatives. District staff and school principals shall engage in collegial discussion of these issues as they apply to district processes.

6.9 Design Focus on Evaluating Impact

An evaluation element is included in the design of all district-supported deliverables that generates collaborative feedback from participants and their supervisors on the impact of the deliverables on practices in the schools or classrooms. Practices for monitoring and evaluating the professional development system are intended to shift the paradigm on evaluation to a participatory and collaborative approach that is consistent with Florida's Professional Development System Evaluation Protocol Standards.

6.10 Assessment of the Capacity to Evaluate Professional Learning

Monitoring and formal evaluation processes shall address issues of practicality and relevance, as well as answering the question, "Can we evaluate this professional learning?" Investments of time and resources for collecting and analyzing formal evaluation data will be preceded by an assessment of whether an evaluation is worth doing. Factors to consider include:

- Are the goals, objectives, and important impacts of the deliverable to be evaluated well defined and clearly understood by those who will design and implement the evaluation?
- Are the goals and objectives of the deliverable plausible? For example, is there a reasonable expectation that the desired impacts can occur?
- What are the appropriate and relevant data that can be collected?
- Can needed evaluation activities be implemented?
- Is the evaluation likely to produce useful information?
- Is the intended use of evaluation results defined?

5

In the process of determining whether the professional learning can be evaluated, the district should also reflect back on whether the professional learning is worth implementing based on issues of purpose and relevance not only of the evaluation, but of the learning itself.

6.11 A Framework for Evaluation of Professional Development

Formal data collection and analysis, along with informal reflection and perception input, shall provide one basis for evaluation of professional development. The evaluation process shall employ a framework to focus on priority issues. The district’s framework for evaluating professional development is designed to measure fidelity of implementation and impact on workforce performance and student achievement.

6.12 Evaluation of Fidelity of Implementation

Each professional learning deliverable must be implemented with fidelity and include sufficiently clear information about what it takes to implement the targeted professional learning in the classroom or school. The evaluation of fidelity will address the extent to which the professional development was implemented as designed. The evaluation plan for specific professional learning deliverables shall include details about how and when data will be collected to assess the quality and fidelity of implementation.

Policy 6: The Evaluation Practices of the Professional Development System	
Associated Practice	Primary Responsibility
6.1 Professional Development Monitoring Plan	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District: Professional Development Monitoring Team engages in collaboration, cooperation, and communication, and support school and district leaders in collectively working together to build a strong professional development system. The Professional Development Monitoring Team meets as needed and, at least annually, makes recommendations to the Superintendent on the status of and improvements needed in the district’s professional development system. The team shall consist of personnel appointed by the Superintendent.</p> <p>b. District: PD staff analyze teacher evaluation data annually to monitor improvements in certain performance competencies related to professional development that was offered. (For example, if a teacher attends professional development on Differentiated Instruction, gains knowledge and understanding, and applies what he/she has learned in the classroom, the Teacher Evaluation performance competencies PRIDE II.3 ‘Varying Instruction to Meet Students Needs’ and III.2 ‘Using Data to Adjust Instruction’ should be marked at a higher level than previously.)</p>	
Associated Practice	Primary Responsibility

6.2 Evaluation of the Impact of Professional Development on Performance Improvements	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<ul style="list-style-type: none"> a. District: PD database sends a survey to participants 30 days after the course is finished to measure the impact of the training. b. District: District Trainers design session evaluations as exit cards that require participants to record some aspect of what was learned as well as indicate how they will transfer/use the new knowledge in their classrooms. c. District: District Trainers provide an abbreviated list of “Look-fors” related to the content of their professional development. Information to be incorporated into LIIS so that as principals conduct observations, they can find out what professional development a teacher has recently taken as well as view a list of several specific behaviors they should see (and possibly one or two behaviors they should no longer see) as a result of the training. d. District: District leaders evaluate the effectiveness of professional development based on changes in teacher practices. e. District: District leaders evaluate the effectiveness of professional development based on changes in student outcomes. 	
Associated Practice	Primary Responsibility
6.3 Distribution of Responsibility for Monitoring and Evaluation of Professional Development	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<ul style="list-style-type: none"> a. District: District leaders monitor and report findings to the PD Director about specific school site-based professional learning events and processes which are evaluated under the supervision of the school principal and school leadership. b. District: PD Director supervises the monitoring and evaluation of specific district based professional learning events or processes. c. District: Professional Development Monitoring Team supervises the monitoring and evaluation of professional development programs and the professional development system itself. 	
Associated Practice	Primary Responsibility

6.4 Individual Responsibilities on Alignment and Impact	Practices implemented, individually and collectively, by all educators involved in or supporting instruction at each school
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. School: Teachers write Individual Professional Development Plans including expected student outcomes, a professional growth objective, and professional development activities in which they will participate based on student achievement data and past teacher evaluation data.</p> <p>b. School: Principals determine an area of professional growth as presented in the Deliberate Practice portion of the FSLA based on student achievement data and past evaluation data.</p>	
Associated Practice	Primary Responsibility
6.5 Collaborative Feedback: Collegial process that engage the entire workforce	Practices implemented, individually and collectively, by all educators involved in or supporting instruction at each school
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. School: Participants provide input to monitor and evaluate:</p> <ul style="list-style-type: none"> ▪ the degree to which professional learning supported by the district’s system results in teachers and school leaders applying what they learned in the classrooms and school; ▪ the impact of professional development on the performance of participants including whether improvements in student achievement and educator behavior occurred as a direct outcome of professional development. 	
Associated Practice	Primary Responsibility
6.6 Professional Learning Culture in the Schools	Practices implemented, individually and collectively, by all educators involved in or supporting instruction at each school
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	

<p>a. School: School leaders provide structures so that all participants in professional learning processes and events have opportunities for reflection on the impact of professional development and to share perceptions about professional learning supports with colleague and school and district leaders.</p> <p>b. School: School leaders incorporate the reflection and collegial sharing practices to implement Florida Principal Leadership Standard 4 (a) to generate a focus on professional learning in the school that is clearly linked to the system-wide strategic objectives and, 4(f) to provide time and engage faculty in effective individual and collaborative professional learning throughout the school year.</p>	
Associated Practice	Primary Responsibility
6.7 Acting on Information from Reflection and Collegial Sharing	Practices implemented, individually and collectively, by all educators involved in or supporting instruction at each school
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. School: Leaders use the monitoring and evaluation information on professional development on a continuous basis to make changes to the design, delivery, support, or implementation of professional development during the course of a school year.</p>	
Associated Practice	Primary Responsibility
6.8 Vision Checks: Sharing Perceptions about Essential Questions on the Current Reality	Practices implemented, individually and collectively, by all educators involved in or supporting instruction at each school
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. School: Leaders structure opportunities for educators to reflect on how each of the various initiatives, processes, and supports are all parts of a movement toward an efficient world-class education system that engages and prepares all students to be globally competitive for college and careers.</p> <p>b. District: Leaders seek opportunities to engage the implementing workforce in understanding how the many initiatives and change processes support improvements in teaching and leading and align to the shared vision.</p>	
Associated Practice	Primary Responsibility
6.9 Design Focus on Evaluation Impact	Practices implemented by PD Director
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	

- a. **District:** PD Director embeds the primary and on-going monitoring and evaluation of professional development in the collaborative and participatory work of teachers, school leaders, and district staff.
- b. **District:** PD Director will include planning, formative, and summative evaluations.
- c. **District:** PD Director focuses evaluations on instructional or leadership initiatives and strategies rather than specific events/processes.
- d. **District:** PD Director evaluates professional learning events, processes, and programs so it is neither an after-thought nor limited to a check on participant satisfaction. What to evaluate and how to do so shall be part of the planning process.
- e. **District:** PD Director designs evaluations with intended users of the results in mind. Information from monitoring and evaluation is intended to be used by participants and leaders to improve the professional learning process by supporting reflective dialogue and continuous improvement decisions. As such, results are expected to be made available to and discussed by the intended users, including appropriate participants and leaders.

Associated Practice	Primary Responsibility
6.10 Assessments of the Capacity to Evaluate Professional Learning	Practices implemented by PD Director

Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter

- a. **District:** PD Director obtains data needed to assess the capacity to evaluate professional learning using surveys, questionnaires, personnel evaluation system results data, student progress data, interviews, focus groups, participant and supervisor observations, logs, documents and artifacts, rating forms, expert judgments, demonstrations, and data available through data management systems including the local instructional improvement system (LIIS) or other sources.

Associated Practice	Primary Responsibility
6.11 A Framework for Evaluation of Professional Development	Practices implemented by PD Director

Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter

- a. **District:** PD Director evaluates the effects of the professional development system on workforce proficiency using student growth data, results from individual improvement plan growth targets, proficiency in high effect size strategies in the evaluation instruments, and effectiveness of collegial learning processes.
- b. **District:** PD Director identifies trends regarding meeting state protocol standards.
- c. **District:** PD Director identifies causal relationships between professional learning and student learning.
- d. **District:** PD Director evaluates the quality of the professional learning needs assessment process.
- e. **District:** PD Director determines whether practices or programs that are the focus of professional development should be continued, modified or abandoned.
- f. **District:** PD Director applies evaluation results to advocate for, facilitate, and provide resource support for professional learning needs on implementing specific FEAPS and FPLS practices.
- g. **District:** PD Director guides decisions about organizational changes needed to support teacher and leader learning.

Associated Practice	Primary Responsibility
6.12 Evaluation of Fidelity of Implementation	Practices implemented by PD Director

Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter

- a. **District:** PD Director reviews program evaluations and other feedback to answer the following questions:
 - Were the planned activities carried out in accordance with the core or defining elements of the professional learning model, content or practice?
 - Were the planned model and incorporated activities carried out with quality (a high degree of skill, excellence, or effectiveness)?
 - Does the professional learning align with characteristics of high quality professional development appropriate to the processes or event as revealed by contemporary research?
 - Was active engagement and demonstration of practices part of the process?
 - Was follow-up practice implementation scheduled and monitored for feedback?
 - Did all of the activities occur as planned?
 - Were the participants in attendance for the time needed?

7. The Role of the Master Inservice Plan (MIP)

This is a policy that illustrates a needed shift in the role of the Master Inservice Plan as a supporting element meeting rising expectations for the professional development system.

The district shall develop and maintain a Master Inservice Plan (MIP) for all district employees based on state adopted standards for high quality professional development as required under Section 1012.98, F.S and SBE Rule 6A-5.071, F.A.C.

The Master Inservice Plan, a major supporting element in the district’s professional development system, will provide the professional educator workforce opportunities to use successful professional learning on district and school instructional improvement initiatives for certification purposes consistent with state statutes and State Board of Education rules. Not every aspect of the professional development system is aligned with an MIP component. However, it is the intent of the district to enable actual improvements in teaching and leadership proficiency to contribute to credits for master inservice components for recertification purposes. In support of this, resource allocations for MIP components give priority to those aligned to state and district initiatives related to student achievement and high-effect size practices included in evaluation systems and include participant implementation of the targeted learning.

The MIP shall be redeveloped and amended as needed to include componets that:

- Improve alignment with the purposes of the professional development system;
- Recognize actual improvements in effectiveness resulting from professional learning.
- Support workforce learning needs regarding state and district priorities for student progress toward “college and career ready”.

The practices that enable implementation of this policy include:

7.1 Resource Allocation Priorities

District support via resources and inclusion of components in the MIP shall give priority to those professional learning supports aligned to state initiatives related to student achievement and high-effect size practices included in evaluation systems. This includes support for participant implementation of the targeted learning at the school or classroom level.

7.2 Aligned Arrays of Components

In further support of statewide goals for school improvement, the MIP includes arrays of aligned components that, in their aggregate, support educator development on the following:

- CCSS, NGSSS, and Career and Technical Education Standards
- Instructional practices for special populations (e.g., Exceptional Student Education, English Language Learners)
- Data Access
- Differentiated Instruction, including MTSS
- FEAPs
- FPLS
- High-effect size instructional and leadership strategies addressed in the district’s evaluation systems
- Low-achieving schools
- Peer and mentor teachers and instructional coaches
- Professional Development System Evaluation Protocol Standards

- Technology-supported learning
- Science, Technology, Engineering and Mathematics (STEM)
- Student Characteristics and Relationships

7.3 Amendments to the Master Inservice Plan

Any component developed after the annual approval of the MIP may be submitted for school board approval as an amendment to the MIP.

7.4 Streamlining the Master Inservice Plan

At each annual adoption of the MIP, components no longer needed or not in alignment with current state or district purposes and priorities may be deleted from the MIP.

7.5 Department of Education Information Data Base Requirements

Professional development data required for inclusion in the DOE Information Data Base Requirements (state survey data) are collected, verified and reported in a timely manner. Where such data are collected and reported by district offices other than the professional development director, the professional development director is involved in the review of the collection processes and accuracy of data collected prior to submission to the state.

7.6 Charter Schools

Charter schools' instructional and administrative staff located within the district shall be provided the same opportunity to participate in MIP components open to all district personnel as any other district or school personnel.

Policy 7: The Role of the Master Inservice Plan	
Associated Practice	Primary Responsibility
7.1 Resource Allocation Priorities	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District: Specialists develop the Master Inservice Plan (MIP) components so they support deliberate practice professional learning on state initiatives related to student achievement and high-effect size practices included in evaluation systems and that include support for participant implementation of the targeted learning at the school or classroom level.</p>	
Associated Practice	Primary Responsibility
7.2 Aligned Arrays of Components	Practices implemented by PD Director
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	

<p>a. District: Specialists write and approve the MIP components to support school improvement and employee development.</p> <p>b. District: Staff post the entire Master Inservice Plan for Sarasota County on the district's website: http://www.sarasotacountyschools.net/departments/professionaldevelopment/default-pd.aspx?id=13530</p>	
Associated Practice	Primary Responsibility
7.3 Amendments to the Master Inservice Plan	Practices implemented by PD Director
Implementation Schedule: Initiated September 2013 and a recurring annual process thereafter	
<p>a. District: The PD Director updates the MIP annually by September 1, and approved each year by the district school board pursuant to the criteria and procedures in SBE Rule 6A-5.071. By October 1 of each year, a letter verifying that the district school board has approved the master inservice plan and that the plan meets the criteria pursuant to this rule shall be sent to the Department of Education.</p> <p>b. District: The PD Director collaborates with the Professional Development Monitoring Team to make revisions to any component in the MIP after the annual approval of the plan and may submit these revisions to the school board for approval as an amendment to the MIP.</p>	
Associated Practice	Primary Responsibility
7.4 Streamlining the Master Inservice Plan	Practices implemented by PD Director
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District: The PD Director collaborates with the Professional Development Monitoring Team to periodically review and remove from the MIP components that do not contribute to observable improvements in practice(s) related to state standards or job responsibilities.</p> <p>b. District: The PD Director collaborates with the Professional Development Monitoring Team to revise or delete components from the MIP that do not incorporate research-based models of professional learning and/or embed appropriate characteristic of high quality professional learning.</p> <p>c. District: The PD Director collaborates with the Professional Development Monitoring Team to ensure that inclusion of MIP components that provide only knowledge transmission and do not facilitate development and implementation of learning on the job will be minimized.</p>	
Associated Practice	Primary Responsibility

7.5 Department of Education Information Data Base Requirements	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District: The PD Director implements procedures to involve the district staff responsible for monitoring the input and accuracy of state data base entries related to professional development.</p>	
Associated Practice	Primary Responsibility
7.6 Charter Schools	Practices implemented, individually and collectively, by PD Director and all educators involved in or supporting instruction at the district level
Implementation Schedule: Initiated September 30, 2013 and a recurring annual process thereafter	
<p>a. District: Employees of Charter Schools participate in MIP components.</p> <p>b. District: The PD Director attends Charter School Principals’ meetings, as needed, to inform them of upcoming training opportunities including Induction Programs for new teachers and summer institutes on CCSS Implementation.</p>	

In-Service Credit Policies and Procedures

IN-SERVICE CREDIT

In-service is a generic term that applies to training a teacher attends while he/she is in service as a Florida Certified Teacher. Generally, one hour of training is equivalent to one in-service credit point. This is one point of re-certification credit toward the 120 points required every five years for Florida teacher re-certification.

RE-CERTIFICATION

In-service training credit is used for renewing your Florida teaching certificate and is also known as re-certification credit. Teachers certified in one or two areas must earn 120 points to renew their certificate every five years.

Questions regarding more than two certification areas should be addressed to [Human Resources](#).

WHAT QUALIFIES FOR RE-CERTIFICATION?

Only State/District-approved professional development training counts toward re-certification. See [What Is Professional Development?](#)

SCHOOL-SPONSORED TRAINING

You earn in-service credit whenever you attend professional development training at your school. This training is submitted to our department by your Staff Development Representative/PD System Coordinator. Be sure you sign in on any rosters at your school.

ONLINE COURSES

Online courses must be on the list of [Approved Out-of-District Online Class Providers](#) to earn credit (<http://sarasotacountyschools.net/departments/professionaldevelopment/studygroups.aspx>)

District or State Sponsored Online Courses

Completion of any district or state sponsored or district recognized online course earns in-service credit. The following courses are recognized by the district:

- Any online class leading to endorsement in ESOL, Gifted, Reading, Autism, or Athletic Coaching
- PDA online courses
- CAR-PD
- Online coursework that leads to state-approved industry certifications.

IMPORTANT: ONLY ONLINE COURSES ON THE DISTRICT-APPROVED LIST WILL EARN IN-SERVICE CREDIT

If you are uncertain whether a course qualifies for in-service credit, contact the Professional Development Department (extension 32230) before enrolling.

Withdrawal policy:

When unable to complete online course requirements on time, the participant must contact the course facilitator immediately. Participants will be withdrawn from an online course if they do not complete all assignments on time or if they submit the work of other individuals as their own. In such cases, the instructor will notify the participant(s) of the withdrawal and advise the person(s) to register for another course.

UNIVERSITY/COLLEGE CLASSES

You may obtain re-certification credit for university/college coursework by asking the university to send your official transcript directly to the district's Human Resources Office. The school or institution must be regionally accredited.

CERTIFICATION AREA EXAM

Taking a new certification area exam will add another certification area, but no recertification or salary points are earned.

SUBMITTING YOUR IN-SERVICE

In-service credit earned at district-sponsored workshops is entered into the professional development system by the class instructor/facilitator. You do NOT need to request or submit credit for school or district sponsored training.

In-service earned outside the district requires that you request credit electronically through the [Professional Development System](#). You must then mail hard copies of the confirmation page and verifying documentation to the Professional Development Department.

On the Professional Development homepage under Professional Development Forms there is a [Matrix of In-service Credit Requirements](#) that indicates which forms to use for any training activity.

WHERE TO SUBMIT (for out-of-district-training)

In-service credit should be submitted electronically through the [Professional Development System](#). Follow the prompts, then mail hard copies of the confirmation page and verifying documentation to the Professional Development Department.

WHEN TO SUBMIT

Submit your requests for in-service credit for conferences and out-of-district workshops to Professional Development within 30 days of completion of those activities.

In-service must be completed by June 30 of each year for recertification purposes.

SALARY CREDIT

Salary credit is available only to instructional staff hired prior to July 1, 2011.

If the credit is earned outside of duty time, and no other compensation is paid, then it also earns salary credit points toward the Bachelor+30 (600 points) and Masters+45 (900 points).

- Accumulation of salary credit begins the first day of your board-approved instructional contract.
- You must request your step increase by contacting [Human Resources](#) when you reach Bachelor +30, Masters or Masters +45.
- Salary points are added when you submit for in-service credit and indicate if salary credit was earned.
- Salary credit cannot be earned for transfer credit, during personal days, sick time or while on a leave of absence. It also will not be counted if submitted more than 5 years after completion.
- University classes count toward B+30 and M+45, but may not show on your in-service report in the PD System.

CONVERSION OF POINTS

1 clock hour training = 1 in-service point

1 semester hour = 20 in-service points

1 CEU = 10 in-service points (dependent upon sponsoring organization)

IN-SERVICE HISTORY REPORTS

You may access your in-service history report in the [Professional Development System](#). It is a record of all the training hours you have completed while employed with the Sarasota County School Board.

On it, you will find a column for Crt Points, which are points that go toward recertification and a Sal Points column for recording salary credit points.

If you find an error in your report, send an email to cinda_cassity@sarasota.k12.fl.us and include all the specifics.

STAFF DEVELOPMENT REPS

All schools have a [Staff Development Rep](#) who is a contact between your school and the Professional Development Department. Your staff development representative can answer your questions or find answers regarding in-service training that is held at your school.